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AUTHOR Scattergood-Fisher, Beverly J.

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ABSTRACT

A 5-year study of the Illinois Eastern Community College District 529 Information Referral and Retention (IR&R) Project was conducted. Its purpose was to evaluate demographic and educational information regarding 888 students enrolled in the IR&R Public Assistance Program from November 1983 through June 1988. As part of the study, an overview was written of the historical development of the Illinois IR&R program and how it became an important component of the adult and continuing education services provided by Frontier Community College. The historical method of research was used to evaluate data from student educational files. Data analysis yielded a student profile. The average IR&R student was a female single parent who was unemployed. She was a 34-year-old Caucasian living in Wayne County. Her Slosson Oral Reading Test score was 162, giving her an eighth-grade reading level. Her community college grade point average was 2.28 for a "C" average. She was an adult basic education student. (Appendixes include the following: funding charts; adult education regional and service center maps; a list of area planning councils; a map of Illinois public aid regional offices; community college district maps and listings; a speech and a paper by Noreen Lopez of the Illinois State Board of Education; a copy of the public assistance projects rationale for activity; and a 35-item bibliography.) (YLB)

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A HISTORICAL DEMOGRAPHIC EVALUATION OF THE ILLINOIS DEPARTMENT OF PUBLIC AID POPULATION ENROLLED IN THE ILLINOIS STATE BOARD OF EDUCATION, ADULT EDUCATION INFORMATION REFERRAL AND RETENTION SPECIAL PROJECT, OF THE ILLINOIS EASTERN COMMUNITY COLLEGE DISTRICT 529 DURING THE PERIOD OF FY84-FY88

A FIVE YEAR STUDY

by

Beverly J. Scattergood-Fisher ,

Bachelor of Science

Eastern Illinois University, 1960

Masters of Science

Eastern Illinois University, 1974

A Research Paper Completed under the
Auspices of Frontier Community College
Richard Mason, President
Fairfield, IL
and the
Illinois Eastern Community College District 529
Olney, IL
Harry Smith, Chancellor
May, 1990

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PREFACE

PREFACE

This project was completed in a format not following a strict research outline. It is planned for the convenience of the reader. Each chapter will stand alone and because of this, the reader will become aware of information being repeated.

This writer felt it was important to the District 529 program to find out who was being served and what could be done to serve the students better. There were 888 students studied from 13 counties which included the four campuses within the Illinois Eastern Community College District 529. The study was done for FY84, when the program began, through FY88.

ABSTRACT

ABSTRACT

A five-year study of the Illinois Eastern Community College District 529 Information Referral and Retention (IR&R) Project was completed. The IR&R Program works in cooperation with the Illinois State Board of Education and the Illinois Department of Public Aid (IDPA). Data on 888 students were analyzed and a student profile was found. It has been determined the average IR&R student in the district is a female in the 04 IDPA category of single unemployed parent. She is a 34 year old Caucasian and lives in Wayne County, Illinois. Her Slosson Oral Reading Test score is 162, giving her an eighth grade reading level. Her community college grade point average is 2.28 for a "C" average. She is an adult basic education student. The quantity and quality of the classes and programs offered can now be viewed with this student profile in mind. Teachers, support staff, and administrators will be encouraged to extend the boundaries of the program in order to better serve the student and enhance the program.

ACKNOWLEDGMENTS

ACKNOWLEDGMENTS

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Community College:

Barbara Bennett, Library Assistant
Frontier Community College
Lot 2 Frontier Drive
Fairfield IL 62837

Suzanne Winesburgh Brooks
Director of Registration & Records
Frontier Community College
Lot 2 Frontier Drive
Fairfield IL 62837

Gary Bryant, Instructor
Frontier Community College
Lot 2 Frontier Drive
Fairfield IL 62837

Karen Bryant, Receptionist
Frontier Community College
Lot 2 Frontier Drive
Fairfield IL 62837

Charles Cushman, GED Instructor
Frontier Community College
Lot 2 Frontier Drive
Fairfield IL 62837

Ted Davis
Director of Learning Resources Center
Frontier Community College
Lot 2 Frontier Drive
Fairfield IL 62837

Royce Loss Etchason
Retired Assistant Registrar
Frontier Community College
Lot 2 Frontier Drive
Fairfield IL 62837

Jerry Hefley, Dean of the College
Frontier Community College
Lot 2 Frontier Drive
Fairfield IL 62837

Richard Mason, President
Frontier Community College
Lot 2 Frontier Drive
Fairfield IL 62837

LaVonna Bryant Miller
Director of Business
Frontier Community College
Lot 2 Frontier Drive
Fairfield IL 62837

Cindy Morrell, Student Worker
Frontier Community College
Lot 2 Frontier Drive
Fairfield IL 62837

Janet Patterson, Student Worker
Frontier Community College
Lot 2 Frontier Drive
Fairfield IL 62837

Jane Reed, Assistant Registrar
Frontier Community College
Lot 2 Frontier Drive
Fairfield IL 62837

Kay Vertrees, Secretary to
Director of Adult Education
Public Assistance Program
Frontier Community College
Lot 2 Frontier Drive
Fairfield IL 62837

Illinois State Board of Education:

Mary Ann Anthony
Educational Specialist
Adult Education
100 North First Street
Springfield IL 62777

J. Clark Esary, ISBE
Job Training Adult Ed
100 North First Street
Springfield IL 62777

Ralph Goodman, Retired ISBE
100 North First Street
Springfield IL 62777

Noreen Lopez, Manager
Adult Education and
Literacy Section
100 North First Street
Springfield IL 62777

Dan Miller
Information, Referral and
Retention Specialist
Adult & Continuing Education
100 North First Street
Springfield IL 62777

Judy Moody, ISBE
Southern Illinois Area
Adult Education Service Center
Box 128
Edwardsville IL 62026

Duane Rankin, ISBE
Southern Illinois Area
Adult Education Service Center
Box 128
Edwardsville IL 62026

Illinois Department of Public Aid:

Jerry Cleve, DPA
Social Services Program Planning
Division of Family Support Services
Iles Park Place 6th & Ash
Springfield IL 62718

Sally Ferguson
Chief Bureau of Research Analysis
Illinois Department of Public Aid
Jesse B. Harris Building
100 S. Grand Ave East
Springfield IL 62762-0001

Pauline French, Administrator
Wayne County DPA
215 SE Third
Fairfield IL 62837

Ben Graham, IDPA
Research and Analysis
Jesse B. Harris Building
100 S Grand Ave East
Springfield IL 62762-0001

Dick Hamilton, IDPA
Research Office
Jesse B. Harris Building
100 S Grand Ave East
Springfield IL 62762-0001

Dan Mounts
Project Chance
201 S Grand Ave East
2nd Floor
Springfield IL 62703

Don Nelson, IDPA
Project Chance
417 Harrison
Mt Vernon IL 62864

Marilyn Okon, IDPA
Assistant Manager Program Division Section
Director of Employment & Training Service
400 Iles Park Suite 200
Springfield IL 62762

Roberta Sanders, IDPA
Project Chance
417 Harrison
Mt Vernon IL 62864

Clyde Standridge
Project Chance
417 Harrison
Mt Vernon IL 62864

Starla Storm, IDPA
Division of Planning & Community Services
Iles Park Bldg 4-6th & Ash
Springfield IL 62762

College & University:

Dr. Keith Lape, Dean of Instruction
Rend Lake College
RR 1
Ina IL 62846

Dr. Malvin Moore, Jr., Retired
Southern Illinois University
Carbondale IL 62901

And many, many more.

CHAPTER I

CHAPTER I

INTRODUCTION

In the fall of 1983, Frontier Community College, Fairfield, Illinois, one of the four campuses of the Illinois Eastern Community College District 529, received a grant from the Adult Education Section of the Illinois State Board of Education. The purpose of the grant was to initiate an Information Referral and Retention Welfare Education Program through the Title Twenty (TXX) Social Services Block grant. Another purpose of the grant was to assist Illinois Department of Public Aid recipients in improving their employability skills, obtaining work, and decreasing their welfare participation.

A grant was received annually from the Adult Education Section of the Illinois State Board of Education for a five year period. During the five-year period, 1,354 student records were completed in the program. Data for the study were taken from the students' files. Information varied from year to year due to changes within the structure of the program. Requirements which were determined by Illinois Department of Public Aid, the Illinois State Board of Education, and the Illinois Eastern Community College District influenced the data. Students often provided conflicting information or incomplete information, such as wrong birth date. If a student had not marked male or female on the application, or had written an observation or remark, the information was invalid and not included in the study. If a student was listed in more than one county, rather than choose a county of residence, the information was discarded.

Students having complete information were counted by social security numbers. The total number of students in the study was 888.

During the five years of this study, the name of the program changed, the funding rate and funding source changed, the number of classes approved for student use changed on a yearly basis, and the college district moved from quarter hours to semester hours.

In determining eligible students by the Department of Public Aid category, it was found from social security entries that there were 415 in the 06 category of unemployed parents, and 473 in the 04 category of single parents. If a student was in the program under more than one name or on one or more campuses for more than one year, there appeared a numerical variation that was reconciled.

All valid file information was placed on a 30 column analysis ledger. From the ledger it was picked up by the computer operator and the data entered, processed and extracted.

Statement of the Problem

Information regarding the welfare recipient population served by the Information Referral and Retention (IR&R) Program, within the confines of the Illinois Eastern Community College District 529, has been available in scattered file drawers and computers. The data were not available in a format that provided an overview of the program. The need to establish a demographic base which would allow a historical perspective on services provided to the student/client seemed essential. First, an identified population base could encourage

program growth through a review of recipients served in the past. Second, it could become the foundation for a recidivism review in the future, as well as an enhancement for program planning and service projections. Third, there was a need to place the data in a readable, comprehensive form that would allow one to analyze trends effectively.

Purpose of the Study

The purpose of this study was to conduct an evaluation of demographic and educational information regarding 888 students enrolled in the Information Referral and Retention Public Assistance Program from November of 1983 (FY84) through June 30, 1988 (FY88). The study will, through a historical review, encourage program growth and enhance future program planning, as well as form the foundation for a recidivism study. The study targeted the following areas:

A. Demographic information:

1. What is the average age by campus?
2. What is the Slosson Oral Reading Test score average by campus?
3. What is the average age by sex and campus?
4. What is the average age on all campuses, male and female?
5. How many students are identified by campus and sex?
6. What is the average age by sex and county?
7. What is the average age by county?
8. How many students by race and county?
9. How many students are identified by county and sex?
10. How many students are identified by county and DPA category?

11. How many students are enrolled by county?

12. What is the Slosson Oral Reading Test score average by sex?

13. What is the average Grade Point Average by sex?

14. How many students are identified by race and DPA category?

15. What were the departmental educational needs of enrolled students over the five-year period of the study?

B. Educational enrollment for adult basic education (ABE) classes, adult secondary education (ASE) classes, and vocational (VOC) classes:

1984	28	ABE Classes
	23	ASE Classes
	27	VOC Classes
1985	143	ABE Classes
	58	ASE Classes
	33	VOC Classes
1986	259	ABE Classes
	149	ASE Classes
	62	VOC Classes
1987	625	ABE Classes
	288	ASE Classes
	110	VOC Classes
1988	428	ABE Classes
	289	ASE Classes
	79	VOC Classes

Research Questions

The following research questions were used as a basis for the study. The research questions are listed as follow:

1. What is the average age by campus?

2. What is the Slosson Oral Reading Test score average by campus?

3. What is the average age by sex and campus?

4. What is the average age on all campuses, male and female?

5. How many students are identified by campus and sex?
6. What is the average age by sex and county?
7. What is the average age by county?
8. How many students by race and county?
9. How many students are identified by county and sex?
10. How many students are identified by county and DPA category?
11. How many students are enrolled by county?
12. What is the Slosson Oral Reading Test score average by sex?
13. What is the average Grade Point Average by sex?
14. How many students are identified by race and DPA category?
15. What were the departmental educational needs of enrolled students over the five-year period of the study?

Significance of The Problem

The students/recipients who receive an education are supporting their personal potential for future economic independence from the welfare system.

The information gained by this research will promote a better quality of service for the Department of Public Aid student/client living within the Illinois Eastern Community College District 529 service area.

This study will indicate demographic information regarding the 888 students involved during the years of FY84-FY88. Through the interpretation of the data, students will receive better service from program staff and district employees.

The Illinois Eastern Community College program follows the national educational goals of: (1) developing a strong work force; (2) military support for national defense; (3) political participation by all citizens; and (4) economic strength for the individual and the nation. A well informed and educated population is the foundation for the achievement of the national goals and the furtherance of democracy.

The Illinois Eastern Community College administration will develop a greater awareness of the size and strength of this particular population within the Illinois Eastern Community College District 529. It is observed that the student/recipient population increases the full-time enrollment figures for any given scholastic year. The enrollment figure influences available funding for the community college district. Through notation of established need for services, and by weight of numbers, the population will receive appropriate services from the educational system as guided by the administration.

The teachers instructing the students/recipients will, through a review of the data, gain greater insight into adult education student/recipient requirements. The teachers will be able to direct classroom material towards the needs of the student/recipient in a more effective manner in order to attain the goal of welfare independence.

The Department of Public Aid will be able to ascertain the effectiveness of the Adult Education Information Referral and Retention Special Project on the target population as demonstrated through the demographics expressed in this study.

The Illinois State Board of Education Adult Education section will be able to utilize the information expressed through this research to determine the population base that utilized the Adult Education Information Referral and Retention program most as expressed through the Title Twenty (TXX) Adult Education Public Assistance (AEPAP) demographics. This information will be of substantial support in planning future services.

The federal government will see the proper utilization of tax revenues in order to achieve the national educational goals of a strong work force, a vital national defense system, active political participation by the citizens and an improved economy for a better educated populace.

Limitations of The Study

During the period encompassed by this study (November 1, 1983 through June 30, 1988) the researcher imposed the following limitations on this work:

1. The findings of this study were based on the records of 888 students/recipients in the Illinois Eastern Community College District 529. These findings may or may not be relevant to conditions in other school districts in the state of Illinois.
2. The findings of this study were based on 888 students/recipients who were in the Illinois Department of Public Aid categories of (06) unemployed parent and (04) single parent.

These findings may or may not be relevant to other Illinois Department of Public Aid categories.

3. The findings of this study were based on 888 students/recipients enrolled in the Adult Basic Education (ABE), the Adult Secondary Education (ASE), and Illinois State Board of Education (ISBE) approved Vocational (VOC) classes during the period of FY84 through FY88. These findings may or may not be relevant to other educational class categories students/recipients may have attended during this period of time.

Definition of Terms

The following terms are defined in this study to establish an understanding between the researcher and the reader. They are:

Historical refers to a chronological record of significant events affecting the Information Referral and Retention Project, Illinois Eastern Community Colleges District 529, from 1983 through 1988.

Demographic relates to the dynamic balance of a population with regard to density and capacity for expansion or decline.

Evaluation will determine the significance of available information used in this research.

The Illinois Department of Public Aid is a state agency located in Springfield, Illinois. It has the responsibility of providing basic needs to disadvantaged citizens and to assist them in becoming independent of the welfare system.

The Illinois State Board of Education is a state agency located in Springfield, Illinois. It has the responsibility of setting standards and providing technical assistance to educational facilities within the state of Illinois.

Adult Education Information Referral and Retention Special Project is a grant program administered by the Illinois State Board of

Education in cooperation with the Illinois Department of Public Aid. This project provides free classes to adult welfare recipients in order to increase their employability.

The Illinois Eastern Community College District covers more than 3000 square miles in the southeastern part of Illinois. The district has the responsibility of providing postsecondary public education to citizens living within the established service area. Students may utilize four locations within the district. These locations are: Frontier Community College at Fairfield, IL; Wabash Valley College at Mt. Carmel, IL; Olney Central College at Olney, IL; and Lincoln Trail College at Robinson, IL.

FY84 through FY88 refers to the time period from November 1, 1983 through June 30, 1988.

CHAPTER II

CHAPTER II

HISTORICAL REVIEW

Introduction

The purpose of the study is to evaluate the demographic and educational information regarding the 888 students enrolled in the Information Referral and Retention Public Assistance Program from FY84 through FY88. This paper presents an overview of the historical development of the State of Illinois Information Referral and Retention program and how it became an important component of the Illinois Eastern Community College District 529 Adult and Continuing Education Services provided by Frontier Community College.

Adult Basic Education

The Information Referral and Retention program is primarily concerned with adult basic education (ABE).

The adult basic education programs are offered to improve basic reading, writing, and computational skills, to enable undereducated adults to function more effectively in the work place, at home, and in the community. Adult basic education was given impetus when the Federal Economic Opportunity legislation passed in the 1960's and funds were granted to individual states for adult basic education programs. Funding was very important during President John F. Kennedy's New Frontier and President Lyndon B. Johnson's Great Society administrations (The Encyclopedia Americana, 1989).

Adult Education

Adult education is often confused with adult basic education.

Adult education is broader and involves programs which are designed to improve skills, knowledges, or sensitivities of men and women after their formal schooling is completed. The term continuing education may be used to describe such a program. Continuing education is not thought of in terms of remediating basic educational skills, but as improving the quality of life.

Public and private educational institutions, especially community and junior colleges, as well as religious and professional groups, sponsor adult education programs. These programs include adult basic education, as well as adult secondary education in the form of general educational development (GED) classes. In addition, higher education programs as well as continuing education courses are offered. Evening and weekend sessions make this form of education convenient for many people who would not otherwise enjoy these educational offerings (The New Encyclopaedia Britannica, 1985).

History of Adult Education

Adult education probably started when one cave man taught another cave man how to make fire. The concept of one person teaching skills and sharing information with another person has come down through the ages (The New Encyclopaedia Britannica, 1985).

In Colonial times, indians taught the pilgrims how to grow corn and other foods that sustained their lives and ultimately allowed this country to grow (The New Encyclopaedia Britannica, 1985).

In 1814, Thomas Pole published the first known book on adult education. The book was titled, "AN ACCOUNT OF SOME OF THE BENEFICIAL EFFECTS ALREADY PRODUCED ON THE MORAL CHARACTER OF THE LABORING POOR

(AND) CONSIDERATIONS OF THE IMPORTANT ADVANTAGES LIKELY TO BE PRODUCTIVE TO A SOCIETY AT LARGE." American society has always viewed education as a way of solving many of the social problems besetting it (Academic American Encyclopedia, 1987).

In 1826, Josiah Holbrook of Massachusetts initiated the first American Lyceum. This famous adult education program flourished as a center of discussion and study. The Lyceum had three basic principles: (1) the advancement of the public school system; (2) organization of libraries and museums; and (3) the formation of lecture courses and discussion sessions for adults (The Encyclopedia Americana, 1987).

In 1874, the Chautauqua Institution was established in Chautauqua, New York as a summer school for Sunday school teachers. By 1878, it grew into a nationwide system encompassing many subject areas. It, also, became a national system of home study connected with local reading circles and popularized a new adult education form: the correspondence course.

From 1865 to 1918, many agencies were founded. These include: The Salvation Army; Young Women's Christian Association (YWCA); Boy Scouts; Girl Scouts; and Campfire Girls. During this period the Rotary; Kiwanis; Lions; Altrusa; and health agencies, such as: the National Tuberculosis Association and the American Red Cross, were organized. All of these organizations were, and are, concerned with the education of adults as volunteers, members, or clients.

In addition to the welfare, youth, health, and service organizations, there was a tremendous growth in volunteer organizations. These organizations were, also, interested in educating

their members: the National Congress of Parents and Teachers; the B'nai B'rith; the General Federation of Women's Clubs; as well as Trade Associations and Labor Unions; the American Association of University Women; and many others.

Leaders of adult education began to form associations which met the needs of people, as well as facilities and resources of various institutions. These associations were directly involved in adult education through provisions of training services and information for adults. Some of these were: The American Library Association; the Association of Land Grant Colleges and Universities; the National University Extension Association; the American Home Economics Association; and the American Public Health Association. The adult education was and is an important component of their work (Academic American Encyclopedia, 1987).

State of Illinois History

In 1927, school boards were authorized to establish classes for adults and to pay the necessary expenses out of the school funds of the district (Lape, 1972).

In 1937, Claude Vick of the Illinois State Department of Public Instruction believed that one of the important problems confronting laymen and educators of the day was the provision of educational opportunities for all people, particularly those not included in formal educational programs that existed at the time. Vick believed that society and the state of Illinois had not accepted responsibility for educating adults who were, even in 1937, facing technological changes in the work place (Vick, 1937).

In 1945, the Illinois State Superintendent of Public Instruction, Vernon L. Nickell, and nine Illinois senators requested the Illinois Legislative Council to provide members of the General Assembly with information regarding adult education in Illinois. Progress was made in the field of adult education as a direct result of this small effort (Lape, 1971).

In the 1950's, civil defense instruction became important to the general population. A civil defense coordinator was employed by the state office of education in order to educate adults in the area of civil defense (Miller, 1971).

In 1955, a staff member of the Illinois Office of Public Instruction was assigned half-time to administer adult education. It was not until 1963 that the directorship became a full-time position (Jay, 1968).

In 1955, also, the Chicago Adult Education Roundtable was formed and met once a month in Chicago. The Roundtable members consisted of fifty adult education directors and administrators. Their purpose was to exchange information, conduct surveys and expand public school adult education (Jay, 1968).

In 1957, Alexander E. Lawson, Director of Adult and Veterans Education, prepared a one page review of "The Developments of Public School Adult Education In Illinois. During this time, a new amendment to the School Code of Illinois (section 6-51) permitted the boards of education to make a tuition charge to persons over 21 years of age. With this new section being added to the school code, along with other sections that directly effected the education of adults in Illinois,

new responsibilities were placed on local school districts. The Superintendent of Public Instruction required, for the first time, the submission of an Annual Report on Adult Education. This report was an insert as a part of the regular annual report and was distributed to about 900 recognized high schools in Illinois (Lawson, 1957).

In 1959, the Illinois Department of Public Aid became aware of a rise in the General Assistance's case load in the state. Studies confirmed the fact that unemployment was the major reason for the increase. It, also, became apparent that able-bodied applicants with low educational levels were the cause of the increase in unemployment figures and that it was not due to social, psychological, or physical factors. Technological advances were causing revolutionary changes in industry. These changes eliminated some jobs and created new ones. This resulted in persons of lower educational skill levels being moved out of the labor force (Illinois Department of Public Aid, 1972).

In 1961, the Cook County Department of Public Aid conducted a study of General Assistance applicants. This study once again established the dependency of the able-bodied persons with low educational levels and low skill levels. The work force was being constantly upgraded and at such a pace that poorly prepared individuals were being moved out and replaced with more productive, better skilled workers, and automation (Ziegler, 1963).

A study in 1961, published by Science Research Associates, under the title of "Blackboard Curtain," established that functional illiteracy was a prime factor for dependency on welfare. The most disturbing finding was that people in the 33.5 age group, with many

earning and child bearing years ahead of them, fell in this functional illiteracy category (McMahon).

In 1962, Raymond Hilliard, Director of the Cook County Department of Public Aid and Dr. Benjamin C. Willis, General Superintendent, Chicago Public Schools, joined efforts to solve what was a growing drain on tax dollars and a waste of manpower and developed the Chicago Literacy Program. Because of the importance of its wording and how it affects the present approach to the Information Referral and Retention welfare/education program, the following information is quoted with few deletions from "THE HISTORICAL DEVELOPMENT OF ADULT EDUCATION IN THE STATE OF ILLINOIS FROM 1961-1975" by Keith Rollin Lape.

"In March 1962, a group of recipients from a single district office of Cook County Department of Public Aid was referred to a school facility in the neighborhood in which they lived. The referrals lived in a large public housing facility within easy walking distance of the school, but they had not found their way to this accessible educational resource on their own initiative. Raymond Hilliard and Dr. Benjamin C. Willis had sufficient insight, courage, and creativeness, to inaugurate a self-help program with a built-in compulsory provision to make it work. To fully understand the compulsory attendance provision in this type of programming, one must examine several factors. One factor was to recognize that economically-disadvantaged persons were not easily transported to the educational scene because they had to make the most of every penny available to them. Further, if the economically distressed were also educationally disadvantaged, they faced additional frustrations. It was difficult, as adults, to face such limitations

publicly. In these persons who were, also, socially disadvantaged, the reluctance was strongly intensified, because they feared to venture into situations in which they had no experience or had negative experiences. These factors were compounded to the point that it was necessary to make very strong provisions for them in order to encourage their participation. The major provision was for the participants' continued eligibility for public assistance. The eligibility provision did not engender broad discontent or unacceptance by the recipients.

"In evaluation interviews with recipients, many gave expressions of appreciation for the educational opportunities provided for them. The evaluation report related the compulsory factor needed to be retained, because it worked for the common good of participants. The compulsory requirement provided an excuse for those who could not quite face up to their educational deficits. A referral plan was worked out on a group basis, and participants in the program were not faced with entering into a program alone. The students were encouraged by the fact that thousands of others were in the same educational circumstances.

"The Cook County Department of Public Aid provided car fare, books, etc., within existing regulations. Other program costs, such as, teacher salaries, etc., were borne by the Chicago Public Schools.

"At the onset of the Chicago Literacy Program, there was a natural delineation of responsibility between the Chicago Public Schools and Department of Public Aid. School personnel were expected to carry complete responsibility for teaching, testing, and counseling participants in vocational choices. The social welfare staff was

responsible for selection of referrals based on a predetermined criteria covering these points: a) age level: 20 to 50; b) no limiting physical or mental handicaps; and c) established functional illiterate level. The welfare staff was expected to carry out the referral procedure and to follow up on attendance records. School personnel was expected to maintain suitable records on attendance and progress" (Lape, 1960-75).

At the time of this writing, in view of the 1989 program policies, it would be wise to consider the quote, "Those who cannot remember the past are condemned to repeat it" (Santayanna, 1896).

In 1963, Senate Bill 1228 was signed by Illinois Governor Otto Kerner. This Senate bill can be credited to the work of the leaders of two state departments (see Appendix A). These leaders, Mr. Ray Page, Superintendent of Public Instruction; and Mr. Harold O. Swank, Director of Illinois Department of Public Aid, had asked the 73rd Session of the Illinois General Assembly for this legislation, which made it possible for Illinois to use the Federal issuance of Public law 87-543: "The Community Work and Training Program" (Page, 1963) (Appendix P)

In 1963, Illinois became the first state in the nation to require adult basic education and vocational training for those least able and in greatest need: the public aid recipients (Page, 1963).

In 1963, the 73rd general assembly amended 10-22-20 of the school code of Illinois to provide basic adult education classes, vocational training, or both, to the recipients of assistance. The program was accomplished under the "Public Assistance Code of Illinois." Education was provided in order to increase the opportunities for self support

and obviate the need for public assistance. This law provided education for individuals over the age of twenty one, and, out of school youth over the age of sixteen. A provision for child care and transportation was included as a part of the total program. (Cooperative Agreement between the Illinois Department of Public Aid and Illinois Office of the Superintendent of Public Instruction, 1963) (see Appendix O).

In 1963, the funding was 75 percent federal and 25 percent state. This continued through to 1981 (Illinois Department of Public Aid, 1972) (see Appendices A, B, & C).

In 1964, the United States Congress passed Public Law 88-452, the Economic Opportunity Act. Part 11-B of the law stated that programs were to provide instruction for individuals who had attained the age of eighteen and whose inability to read and write the English language constituted a substantial problem in obtaining and retaining employment. English as a Second Language students were to be educated. The Illinois State Board of Education in cooperation with the Illinois Department of Public Aid, local school districts and county superintendents of schools, developed a state plan. In the plan, the adult basic education student was defined as having a ninth grade level of proficiency or less. Programs were designed for students who were in need of: basic literacy; intermediate and advanced elementary education; high school education; pre-vocational and vocational training (Illinois Office of Education, 1967-77).

In 1966, the Adult Education Act expanded activities. There was an effort towards the older adult to assist them in developing a new sense of direction and to build self-esteem through accomplishment.

Education was no longer considered to be a terminal act ending at a certain age. The potential of the undereducated was addressed through occupational training, consumer education, and parenting skills. The Adult Education Act provided for Special Experimental Demonstration Projects. These projects included urban, rural, migrant, and resource development through public and private educational agencies (National Advisory Committee on Adult Basic Education, 1974).

The Adult Education Act of 1966, created a National Advisory Committee for Adult Basic Education to report annually to the President of the United States on the status of the program (National Advisory Committee on Adult Basic Education, 1974).

In FY68, there were 9,640 public aid recipients in Illinois involved in education and training programs. Fifty-six programs were in existence within the state of Illinois (Pfeiffer, 1973).

The office of the superintendent of public instruction is now known as the Illinois State Board of Education. Under provisions of section 10-22-20 of the School Code of Illinois, the ISBE may contract for services. These contracts may be with private business schools, community colleges, and other public and nonprofit agencies to provide technical and vocational training programs. This may be done where the public school, present in the community, is not able to provide such services. The unique part of the section of the school code is that it involves two major state agencies, Illinois State Board of Education, and Illinois Department of Public Aid working together with a local agency in order to achieve a common goal. The goal is the education of adults in need of educational services with the objective

of employment for the individual participant (The School Code of Illinois, pgs. 58-59, 1981) (see Appendices D, E, & F).

The outcome of these educational programs provided significant justification for continuation. People received diplomas enabling them to have a better chance at the job market. There is no longer an emphasis on the elementary diploma.

Learning to read and write, becoming literate, has a tremendous impact on the lives of the learners. This impact is demonstrated, not only in improvement of self-esteem, but better use of the resources available to them such as improved nutrition and selective purchasing (Wilkins, 1949).

Community Colleges

The community college movement, within the state of Illinois, was growing at the same time the adult education program was taking shape. In a speech to Phi Delta Kappa members, given March 22, 1990 at Olney, Illinois, Richard Mason, president of Frontier Community College, gave the history of the Illinois Eastern Community Colleges system and noted the correlation with the state plan. President Mason is quoted as follows: "Dreams are often dreamed long before and maybe many times before the actual events occur. Sometimes dreams never occur in reality! But, sometimes dreams are built! Dreams grow! In my office is an ash tray given me by a wise great aunt from Mt. Carmel that says, 'Small minds discuss people, average minds discuss events, wise minds discuss ideas.'

"So, let us think back thirty-five years to the Cisne, Illinois

High School, now the North Wayne Unit School District. The year is 1955-56. There is a man named Bob Leathers (he was only there a short time). He dared to have an idea--to dream an idea. The idea was to have a junior college in Southern Illinois, located in the Cisne area. In fact, the college was to be in the four classrooms on the second floor, east end, of the Cisne High School. The idea never took root; never grew. Many people laughed. Many people ridiculed. Many people said never will it happen. Ten years later, in 1965, the Illinois Public (Junior College is used interchangeable) Community College Act was passed. This act established the Illinois Community College System. Other community colleges had already formed. The first one being Joliet, IL, in 1901, 89 years ago. Today, 35 years after Bob Leathers had a dream in Cisne, and 25 years after the Community College Act, we have 39 districts and 50 colleges. This year one more is forming in the Bloomington area, and it will be district 540. When that is done, all land of Illinois becomes part of a community college system. So in the near future there will be 40 districts and 51 colleges. Lawrenceville officially becomes a part of us (District 529) on July 1, 1990 (this summer) (see Appendices I, J, K, & L).

"Now let's go back to Cisne in 1955. Let us consider the 12 to 15 counties of southeastern Illinois. Clark County to the north, 110 miles from Cisne, White to the south, Jefferson to the west, Hamilton to the southwest, and Wabash on the east. Although Mr. Leathers' ideas went nowhere fast in Wayne County, people in Wabash County were soon 'discussing college ideas.' On October 12, 1959, the public school system #348, in Mt. Carmel, IL, voted to organize and start a Class II

Community College.

"The superintendent was Robert Orr and the dean was Ernie Anderson. Classes began in the fall of 1961 in Bluff Cottage, overlooking the Big Wabash River. There were 75 full-time and 75 part-time students. Electronic Technology was soon introduced as the first vocational program. Wabash Valley College was operating as a Class II system, and as part of the Mt. Carmel public school district.

"Well, the people in Richland County began to discuss some new college ideas also, and in September 1962, the East Richland Board of Education at Olney, Illinois, approved the formation of Olney Community College. The boundaries were that of the East Richland school district. Les Purdy and Gail Lathrop were very instrumental in forming the Olney Community College. Then in September of 1963, the college opened for classes in the old Pure Oil building with an oil derrick on the front lawn. There were 125 full-time and part-time students with seven instructors. So, Wabash Valley College and Olney Central College came into existence. Other communities (public schools) wished to join these two colleges. Remember, there was no Community College Act yet! It came in 1965. Other communities were also looking for community colleges. These communities looked west to Rend Lake, near Mt. Vernon; south to Southeastern, near Harrisburg; and north to Lakeland, near Mattoon, IL. Then on July 1, 1968, eight additional high schools joined the district with Olney. They were: 1) Sumner; 2) Bridgeport; 3) Newton; 4) Noble; 5) Clay City; 6) Flora; 7) Louisville; and 8) Cisne.

"About this time, Dr. James Spencer arrived on the scene as the new chancellor. He was the Chief Executive Officer of the Illinois

Eastern Community College District. Dr. Spencer had been with the Illinois Community College Board and written policy for the Illinois Community College Board, and criteria for community college evaluation. Dr. Spencer was very strong willed, very demanding, very political and knew where he wanted to go. For some part he went with ICCB backing and blessing.

"There were many questions to be settled about the counties of: 1) Lawrence; 2) Crawford; 3) Clark; and 4) Wayne (Fairfield). In March 1969, approximately two years later, the Illinois Community College Board recommended formation of a three campus district. The ICCB recommended development of a new multi-campus district to include: 1) Wabash Valley; 2) Olney Central; and 3) what was to become Lincoln Trail. That would add the towns of Albion, Crossville, Grayville, Fairfield, Mills Prairie and all of Crawford County, which includes Robinson, Hutsonville, Oblong, Palestine and the Marshall area in Clark County.

"In the fall of 1969, Lincoln Trail College was formed and classes started with Joe Piland, president, and Mr. Ivan Miller, and John Illyes assisting with development activities. What did not materialize was the inclusion of Marshall area. Almost everything else was approved. Lawrenceville chose to remain out of district and has paid chargebacks for twenty years. On July 1, 1990, Lawrenceville will become a part of District 529 by law.

"On February 17, 1970, we became known as Illinois Eastern Junior College District 529. Always confused with Eastern Illinois University, the name was changed, in 1975, to Illinois Eastern

Community College District 529. Then on October 21, 1969, the citizens passed a bond referendum by a huge 5 to 1 margin to build. And build we did: at Wabash Valley College, Olney Central College and Lincoln Trail College, using 3-1 state dollars and mostly local money before approved state funds ($800,000) became available. With some turmoil, vocational programs were established at each location. There was little duplication of classes. Nursing and business were the primary disciplines. Each campus offered the transfer degrees of Associate in Arts and Associate in Science (see Appendix J).

"So the early seventies were primarily spent in: 1) program development; 2) program placement; 3) building; and 4) establishment of a community college system with plenty of growing pains! Some call them problems. Some call them opportunities.

"Well, Chancellor James Spencer had a unique organizational chart that included all course offerings outside the campus counties to be offered by the Continuing Education Division which was guided by Dean Richard Mason. The Continuing Education Office was operated out of the district's Central Office in Olney, but it was separate from the Central Office. Classes were held in all locations outside of the campus counties of: Crawford, Lincoln Trail College; Richland, Olney Central College; and Wabash, Wabash Valley College. This plan utilized Jasper, Clay, White, Lawrence, Wayne, and Edwards counties.

"In early 1974, the Board of Trustees voted to move the Continuing Education Division to Fairfield, IL, in Wayne County, and build a small administration building. All credit hours, generated by the Continuing

Education Division, were distributed back to the campus of the enrollees' choice.

"In June 1976, Oscar Shabat (Chancellor of Chicago City Colleges) received approval for a City Wide College System similar to our Continuing Education Division. Shabat and Spencer were 'good friends' and Spencer said that if Oscar (Chicago) can, so can we. On July 4, 1976, Dr. Spencer arrived at my home, in Fairfield, and said 'We are going to form a 'college beyond walls.' On December 8, 1976, the Board of Trustees approved what was to be named Frontier Community College. The Illinois Eastern Community College District 529 became a four college system! A Multi-campus District. The acronym FLOW stands for: FCC-Fairfield, LTC-Robinson, OCC-Olney, WVC-Mt. Carmel. Today all four campuses are officially accredited by the Illinois Community College Board and North Central Association as one entity (see Appendices G, H, & M).

"Dr. Spencer retired in 1983. Dr. Harry Smith became the second and present chancellor. We cover 3,000 square miles and serve a population of 110,000. The travel distance, in the district, measures 100 by 60 miles and in the fall of 1989, the full-time equivalency was 3,700 (enormous number) and the head count for the population base was 12,500 (unheard of). With students taking more than one class, there was a duplicate head count of 25,000, and class offerings totaled 2,031.

"Illinois Eastern, a multi-college district, dedicated to reaching out and serving citizens of southeastern Illinois (a dream only 35 years ago). The future? What does it hold? Well, the future is for another night" (Mason, 1990) (see Appendix E).

Information Referral and Retention Begins in Illinois

A report of the study of the Chicago Literacy Program, completed in April of 1963 by Jerome Ziegler Associates has some familiar information in its findings. The purpose of the Chicago Literacy Program study was to make a broad description of literacy training and education designed for welfare recipients in Chicago. The Ziegler Associates study was to find out how the Chicago Literacy Program was working in meeting the needs of the students and the program. It is significant to note the Chicago Literacy Program was newly formed, being only twelve months old when the study was completed in 1963 (Ziegler, 1963).

The chief conclusion was that the Chicago Literacy Program was meeting a most important and deeply felt need on the part of the welfare recipients served. The study recommended that the literacy program be expanded in Chicago and throughout the state of Illinois. The broad objective of training for functional literacy was accomplished. Functional literacy does not, however, guarantee employment, but it is a necessary condition for being considered for employment and thus reducing dependency on public funds. (Ziegler, 1963).

In the Chicago Literacy Program study by Jerome Ziegler Associates, the majority of the clients interviewed regarded the literacy program as an avenue of hope and no longer regarded public assistance as a way of life as they had prior to involvement with the program. The clients viewed literacy as helping them achieve self sufficiencies. The consultants stated they believed the compulsory

feature of the literacy program should be retained (Lape, 1960-75).

The study, conducted by Jerome Ziegler Associates, also, noted a need for counseling, assistance toward further vocational training, child care, and transportation (Ziegler, 1963).

The Ziegler study, also, noted that no specific time limit can be placed upon the literacy training of an individual, since each client entered the program at a different level and made progress at different rates. It was also suggested that classroom hours be increased to as many as four class days per week. Also, the participants in the study, indicated a desire for increased hours (Ziegler, 1963).

The Ziegler study stated communication between the instructional staff and the Department of Public Aid caseworkers would benefit the clients and the program. It was noted that if the caseworkers were kept current with the aspirations of their clients, they would be in a better position to assist clients in reaching personal goals. The instructional staff would, also, be able to serve the clients better if they had information available to them from the caseworker (Ziegler, 1963).

The success of the Chicago Literacy Program was the result of the cooperative efforts of two public agencies, the Cook County Department of Public Aid and the Chicago Board of Education. For any expanded statewide program, it appeared that responsibility for the program rested jointly with all relevant state agencies concerned with dependency and education. The Ziegler study, also, recommended the use of federal funds for a statewide literacy program. As federal funds become available, Illinois tax money should also be used to finance a

statewide program of adult basic education and functional literacy training should be retained (Lape, 1960-75) (see Appendices C & D).

Attendance in the Chicago Literacy Program was a problem. Approximately 50 percent of the clients referred by Department of Public Aid, participated in the program. Some attended irregularly or not at all. The reasons for non-participation were lack of motivation, lack of adequate child care arrangements, and lack of study materials suitable for persons of an adult mind with adult experiences (Ziegler, 1963).

In a study conducted by the Illinois Department of Public Aid, it was determined that slightly over 50 percent of the welfare recipients who were involved in adult basic education programs became self-supporting individuals and were removed from the welfare rolls. This included individuals who received adult basic education and those who received a combination of adult basic education and occupational or vocational training (Thomas, 1972).

There were many outcomes of the adult basic education program other than adults becoming economically self-sufficient and being removed from the welfare rolls. Some of these outcomes became the significant justification for continuing the program. For instance, many of the people received elementary and secondary diplomas enabling them to have a better chance in the job market, thereby increasing their standard of living for the remainder of their lives. Learning to read and write and to become more literate had a tremendous impact upon people's lives. Such things as better selection of food products had an important impact upon nutrition and health of both the adults and

children. Many of the adult basic education students voted for the first time in their lives. Many non-welfare recipients obtained better paying jobs as a result of the training they received (Lape, 1960-75).

The Illinois State Board of Education Adult Education Program in Illinois worked closely with other agencies involved in educational programs for the disadvantaged. Many programs were conducted for migrant workers and persons enrolled under the Manpower Training and Development Act (Venn, 1970).

Funding for Welfare Recipients in Illinois

In 1976, Title XX, one of the titled programs under the Social Security Act, was the primary federal funding source providing education for welfare recipients. The 1976 Title XX program allowed a 75 percent federal input with a 25 percent matching requirement from the state (Illinois Office of Education, 1967-77).

In 1981, Congress created the Title XX Social Services Block Grant as part of the Omnibus Budget Reconciliation Act. Congress believed that by creating the block grant, states would be able to manage their own programs and respond more efficiently to local needs (Congressional Report, 1982).

In 1981, eligibility requirements for participation were given more flexibility. The state had more control and the program was easier to run. The 25 percent matching requirement was dropped.

The Social Services Block Grant is forward funded into the state coffers and is drawn against by the eight primary state agencies serving people with special needs. The participating agencies are: 1)

Illinois Department of Public Aid, IDPA; 2) Department of Children and Family Services, DCFS; 3) Department of Mental Health and Developmental Disabilities, DMH/DD; 4) Department of Corrections, DOC; 5) Department of Alcoholism and Substance Abuse, DASA; 6) Department of Aging, DOA; 7) Department of Public Health, DPH; and 8) Department of Rehabilitation Services, DORS.

The only money allocated out of the Block Grant is the Donated Funds Initiative (DFI) program. This is a matching program under the auspices of the Title XX Social Services Block Grant. The state legislature appropriates 75 percent of the total projected budget to Illinois Department of Public Aid (IDPA). IDPA allocates the amount to seven agencies of: Illinois Department of Public Aid; Department of Children and Family Services; Department of Mental Health and Developmental Disabilities; Department of Corrections; Department of Alcoholism and Substance Abuse; Department of Aging; and Department of Rehabilitation Services. The Department of Public Health does not take part in the DFI program. Every agency selects its own provider(s). The provider(s) secures the 25 percent match usually from such sources as United Way of Illinois, private individuals, local service organizations, local tax dollars, etc. IDPA is responsible for fiscal monitoring of all providers in the donated funds program. Each program, in turn, is responsible for monitoring its own expenditures (Okon, 1989).

The Illinois Department of Public Aid (IDPA) is the lead agency for the Title XX Social Services Block Grant Program in Illinois. The department has administrative responsibility to ensure that all federal

requirements are met. Mandates include; planning, reporting, audit and public participation requirements, and identification of special activities which may not be supported with block grant funds. A network of state agencies and public and private social service providers administer the Illinois Title XX Social Services Block Grant Program (Okon, 1989).

Since April of 1987, the Illinois Department of Public Aid has been claiming the expenditure for education and training costs as documented by the Illinois State Board of Education for reimbursement from the Food Stamp Employment and Training program administered by the U.S. Department of Agriculture. Prior to that time these expenditures were being claimed by Illinois for Federal reimbursement from the Title XX Block Grant. The rationale behind this change was to obtain the 50% Federal reimbursement for eligible service available through the Food Stamp program, while at the same time not reducing Federal dollars available through Title XX (Rankin 1989).

The Illinois State Board of Education (ISBE) contracts with local educational agencies to provide educational services for welfare recipients. There is a line item in the budget of Illinois State Board of Education for this service. The legislature appropriates funds from the General Revenue Fund to ISBE which are administered by the Adult Education Section, including specifically, the information and referral program. Requests for proposals (RFPs) are sent out to community

colleges, public schools, and regional superintendents. The organizations are allocated amounts to provide services in accordance with the submitted plan and they must document the services in order for the Local Educational Agency (LEA) to draw against the amount of funds designated from the general revenue fund. An eligible student must be receiving documented educational services for which the program is given the dollars from the grant allocation (Miller, 1989).

The route of dollars remains the same. The funding source used by Department of Public Aid has changed from Title XX Social Services Block Grant to the Food Stamp Employment and Training program through the Illinois Department of Agriculture (Miller, 1989).

In April of 1990, the funding source changed again with dollars being received on a 60 percent-40 percent match effective as of July 1, 1990. This is accomplished under Title II of the Family Support Act administered by the federal Office of Health and Human Services (Cleve, 1989) (see Appendices A, B, C, & F).

Overview of Program Area

Current issues relating to the funding of Title XX services can only be understood in the historical context of Title XX and other Federal support for social services. In 1973, Congress and the federal administration were confronted with tremendous increases in the public assistance caseloads and with the concurrent mandated social service expenditures that went along with them. These expenditures raised questions about who was receiving social services. What effect were these services having on the problems of poverty and deprivation? What

was the possible stigmatization of having to apply for public assistance to receive services (Cleve, 1989).

Partially, to buy time and, partially, to simply control expenditures, the federal government put a ceiling on federal reimbursement for social services programming. From 1972 through 1979, that ceiling was $2.5 billion dollars, although some additional money was available in the later years. The basic ceiling rose to $2.7 billion in the 1979-80 fiscal year and $2.9 billion in the 1980-81 fiscal year; it was scheduled to increase by $100 million per year until it reached a permanent ceiling of $3.3 billion in the 1984-85 fiscal year. The Omnibus Reconciliation Act of 1981 created the Title XX Social Services Block Grant and changed the rules and the appropriation for fiscal year 1982 dropped from an anticipated $3.0 billion to $2.4 billion (Cleve, 1989).

Title XX did provide some positive benefits, particularly in terms of process. Up to the implementation of Title XX, the states had an agreement with the federal government for open-ended expenditures. This was determined without informing the counties regarding what they proposed to spend. Title XX did require the states to develop social service program plans and to be responsible for doing the activities proposed in their plans. The counties had an opportunity to participate in this planning activity and to begin working closely with the voluntary sector, as well as, with other public agencies (Cleve, 1989).

Services Offered by Title XX

Title XX Services is intended to include a variety of local

social services aimed at meeting the following goals for families and individuals: (see Appendix Q)

(1) achieving or maintaining economic self-support to prevent, reduce, or eliminate dependency;

(2) achieving or maintaining self-sufficiency, including reduction or prevention of dependency;

(3) preventing or remedying neglect, abuse, or exploitation of children and adults unable to protect their own interests, or preserving, rehabilitating, or reuniting families;

(4) preventing or reducing inappropriate institutional care by providing for community-based care, or other forms of less intensive care; or

(5) securing referral or admission for institutional care when other forms of care are not appropriate, or providing services to individuals in institutions.

These are the goals established under Title XX of the national Social Security Act, and they are repeated under Section 2352 of the Omnibus Budget Reconciliation Act of 1981, which amends Title XX. Federal Title XX funds represent the major funding source for the state and local provision of services seeking to achieve the above goals. However, such services are also supported by other federal, state, and local funding sources (Title XX Background Paper, 1982).

CHAPTER III

CHAPTER III

METHOD OF STUDY

Method of the Study

The Adult Education Information Referral and Retention Special Project of the Illinois Eastern Community College District 529 demonstrates a historical evaluation of established data. The refinement of these data were activated in order to increase knowledge regarding the welfare recipient population served by the Information Referral and Retention Program of the Illinois Eastern Community College District 529. These data were available in scattered file drawers and computers. It was not available in a format that provided an overview of the program. The need to establish a demographic base which would allow a historical perspective on services provided to the student/client seemed essential. First, an identified population base could encourage program growth through a review of recipients served in the past. Second, it could become the foundation for a recidivism review in the future, as well as an enhancement for program planning and service projections (see Appendix Q).

The purpose of historical research is to reconstruct the past systematically and objectively by collecting, evaluating, verifying, and synthesizing evidence to establish facts and reach defensible conclusions often in relation to particular hypotheses (Isacc & Michael, 1987).

Variables in historical research can be classified into three categories:

1. Independent (input, manipulated, treatment, or stimulus) variables, so-called because they are "independent" of the outcome itself; instead, they are presumed to cause, effect, or influence the outcome.
2. Dependent (output, outcome, or response) variables, so-called because they are "dependent" on the independent variables: the outcome presumably depends on how these input variables are managed or manipulated.
3. Control (background, classification, or organismic) variables, so-called because they need to be controlled, held constant, or randomized so that their effects are neutralized, cancelled out, or equated for all conditions. Typically included are such factors as age, sex, IQ, socioeconomic status, educational level, and motivational level; it is often possible to redefine these particular examples as either independent or dependent variables, according to the intent of the research (Isacc & Michael, 1987).

Another deviation of historical research is often cited as having to do with conceptual states within the organism: intervening variables (higher order constructs). These cannot be directly observed or measured and are hypothetical conceptions intended to explain processes between the stimulus and response. Such concepts as learning, intelligence, perception, motivation, need, self, personality, trait, and feeling illustrate this category (Isacc & Michael, 1987).

Evaluation has sometimes been considered merely a form of applied

research which focuses only on one curriculum, one program, or one lesson. This view ignores an obvious difference between applied and basic research and the level of generality of the knowledge produced. Applied research, as opposed to basic research, is mission-oriented and aimed at producing knowledge relevant to providing a solution to a general problem. Evaluation is focused on collecting specific information relevant to a specific problem, or product (Stake, 1973).

"Educators differ among themselves as to both the essence and worth of an educational program. The wide range of evaluation purposes and methods allows each to keep his own perspective. Few see their own programs 'in the round,' partly because of a parochial approach to evaluation. To understand better his own teaching and to contribute more to the science of teaching each educator should examine the full countenance of evaluation" (Stake, 1973).

Educational evaluation has its formal and informal sides. Informal evaluation is recognized by its dependence on casual observation, implicit goals, intuitive norms, and subjective judgment. Perhaps because these are also characteristic of day-to-day, personal styles of living, informal evaluation results in perspectives which are seldom questioned. Careful study reveals informal evaluation of education to be of variable quality--sometimes penetrating and insightful, sometimes superficial and distorted (Stake, 1973).

Formal evaluation of education is recognized by its dependence on checklists, structured visitation by peers, controlled comparisons, and standardized testing of students. Some of these techniques have long histories of successful use. Unfortunately, when planning an

evaluation, few educators consider even these four. The more common notion is to evaluate informally: to ask the opinion of the instructor, to ponder the logic of the program, or to consider the reputation of the advocates. Seldom do we find a search for relevant research reports or for behavioral data pertinent to the ultimate curricular decisions" (Stake, 1973).

The Stufflebeam approach to evaluation is most widely recognized as the CIPP (Context, Input, Process, Product) evaluation model. The CIPP approach is described in the paper and excerpt reprinted below. The paper was prepared for the Eleventh Phi Delta Kappa Symposium on Educational Research, for the purpose of introducing the audience to the report of the Phi Delta Kappa Study Committee on Evaluation entitled Educational Evaluation and Decision-Making. The paper selectively summarizes major parts of the book, including especially the major concepts of the CIPP Model. These concepts are the definition of evaluation; decision settings and decision types; and evaluation types. The paper is concluded with the presentation of an overall evaluation model which is based on the given definition of evaluation and which interrelates the evaluation and decision-making concepts (Stake, 1973).

Stufflebeam speaks clearly to the issue in an introduction to the Phi Delta Kappa Book Educational Evaluation and Decision-Making.

The unifying theme for the Phi Delta Kappa book is the following new definition of evaluation.

"EVALUATION IS THE PROCESS OF DELINEATING, OBTAINING, AND PROVIDING USEFUL INFORMATION FOR JUDGING DECISION ALTERNATIVES."

The basis for this definition is found in dictionary definitions of its two key terms. Among other ways, evaluation is defined as the ascertainment of value, and decision, as the act of making up one's mind. When a decision-maker needs to make up his mind he obviously is faced with competing alternatives. To choose one over the other(s) he must in some way ascertain their relative values. In other words he must evaluate the alternatives he is faced with so that he can choose the best one. Hence, it would seem both natural and appropriate for a decision-maker to define evaluation as the process of ascertaining the relative values of competing alternatives. Though less specific, this definition of evaluation is consistent with the one proposed in the Phi Delta Kappa book.

Several key points should be kept in mind regarding the new definition.

1. Evaluation is performed in the service of decision-making, hence, it should provide information which is useful to decision-makers.
2. Evaluation is a cyclic, continuing process and, therefore, must be implemented through a systematic program.
3. The evaluation process includes the three main steps of delineating, obtaining, and providing. These steps provide the basis for a methodology of evaluation.
4. The delineating and providing steps in the evaluation process are interface activities requiring collaboration (Stufflebeam, 1973).

Population of the Study

The population base used for this study consists of all student recipients recruited into the Illinois Eastern Community College Information Referral and Retention Project from FY84 through FY88.

During the five years of this study, the name of the program changed, the funding rate and funding source changed, the number of classes approved for student use changed on a yearly basis, and the college district moved from quarter hours to semester hours.

In determining eligible students by the Department of Public Aid category, from social security entries, there were 415 students in the 06 DPA category of unemployed parents and 473 students in the 04 DPA category of single parents for a total of 888 DPA students. If a student was in the program under more than one name or on one or more campuses for more than one year, a numerical variation was reconciled.

Instrument Used in the Study

All students who enter the program develop a file. All students are interviewed, assessed, provided an educational plan, and enrolled in appropriate classes. A student schedule is requested from the records office and placed in the student file in order to ascertain class enrollment. At midterm, a signed instructor class roster is requested from the registrar on each campus to determine attendance through midterm. When the information was gathered for the five-year period, all valid file information was placed on 30-column analysis ledger. From the ledger, it was picked up by the computer operator and the demographic information and yearly class enrollment totals were produced, data entered, processed, and extracted.

The research questions were determined by and drawn from the completed forms of the individual student. These questions were compiled and historic demographic information obtained.

Data were entered from ledger sheets to an IBM Personal System/2 computer utilizing The Smart Database Manager 3.1. The database consisted of 888 records. Each record contained 255 fields. A field is defined as one informational computer entry such as age, race, test score, etc.

Personal student information was entered into each record; and courses, hours, and dollars generated by each student were entered into funding categories separated by years. The title of this research is: A Historical Demographic Evaluation of the Illinois Department of Public Aid Population Enrolled in the Illinois State Board of Education, Adult Education, Information Referral & Retention Special Project of the Illinois Eastern Community College District 529. The title has been adheared to in completing this project (Funding information will be included in Chapter Five. Dollar amount was not one of the 15 research questions selected in this project).

Demographic information was extracted from various defined reports, and structured to analyze campus, county, age, sex, and race (Miller, 1989).

The use of student educational files and the historical method of research was used because it was appropriate for the purpose of the study. The purpose of the study being to conduct an evaluation of the demographic and educational information on students enrolled in the Information Referral and Retention Public Assistance Program during the five years from FY84 through FY88.

Research Questions

The study will encourage program growth and enhance future program planning, as well as form the foundation for a recidivism study. These outcomes will be achieved by answering the following research questions:

1. What is the average age by campus?
2. What is the Slosson Oral Reading Test score average by campus?
3. What is the average age by sex and campus?
4. What is the average age on all campuses, male and female?
5. How many students are identified by campus and sex?
6. What is the average age by sex and county?
7. What is the average age by county?
8. How many students by race and county?
9. How many students are identified by county and sex?
10. How many students are identified by county and DPA category?
11. How many students are enrolled by county ?
12. What is the Slosson Oral Reading Test score average by sex?
13. What is the average Grade Point Average by sex?
14. How many students are identified by race and DPA category?
15. What were the departmental educational needs of enrolled students over the five-year period of the study?

Expected Outcomes of the Study

Some expected outcomes of the study are:

1. To find in the review of the data a basis for improvement of the quality of educational offerings to all students;
2. To encourage teachers and administrators to provide a wider range of educational experiences for DPA students;
3. To obtain a DPA student profile that will assist in program

CHAPTER IV

CHAPTER IV

Findings of the Study

The findings of this study are based on the evaluation of the demographic and educational information regarding 888 students enrolled in the Information Referral and Retention Public Assistance Program from November 1983 through June 30, 1988. Thirteen counties were included in this study and they were: Clark; Clay; Crawford; Cumberland; Edwards; Effingham; Fayette; Jasper; Lawrence; Richland; Wabash; Wayne; and White. The research questions posed in Chapter I are answered in the following paragraphs.

Research Findings

Data were entered from ledger sheets to an IBM Personal System/2 computer utilizing The Smart Database Manager 3.1. The database consisted of 888 records. Each record contained 255 fields. A field is defined as one informational computer entry such as age, race, test score, etc.

The findings concerning the research questions are presented below.

A .05 program error has been identified within the computer database. Consideration must be given to this percentage of error when interpreting data.

Research Question 1: What is the average age, by campus?

The average age of male and female students were combined and the average age per campus was determined. All campus averages were

combined to achieve an overall average. Table I shows the averages of the campuses.

Table I
Average Age by Campus

Frontier	34
Lincoln Trail	34
Olney Central	36
Wabash Valley	35
Total Average Age	35

Research Question 2: What is the Slosson Oral Reading Test (SORT) score average, by campus?

The number of students who took the SORT were determined by campus from data placed in the computer. The average for each campus was determined as shown in Table II.

Frontier Community College: Students tested numbered 401. Out of a possible score of 200 the average was 153 for a seventh grade, eighth month reading level.

Lincoln Trail College: Students tested numbered 157. Out of a possible score of 200 the average was 157 for a seventh grade, fifth month reading level.

Olney Central College: Students tested numbered 156. Out of a possible score of 200 the average was 150 for a seventh grade, fifth month reading level.

Wabash Valley College: Students tested numbered 174. Out of a possible score of 200 the average was 151 for a seventh grade, fifth month reading level.

The students on each of the four campuses averaged out at the seventh grade plus level on the Slosson Oral Reading Test (SORT).

The overall average, for all four campuses was 152.75 for a seventh grade, sixth month average reading test score on the SORT.

Table II
Slosson Oral Reading Test Scores by Campus

Campus	Number Tested	Campus Score
Frontier Community College	401	153
Lincoln Trail College	*157	*157
Olney Central College	156	150
Wabash Valley College	174	151
Total number of students and average score of campuses	888	153

*It is an observed coincidence that for Lincoln Trail College, the number of students tested total the same as the campus SORT score.

Research Question 3: What is the average age, by sex and campus?

Table III shows the average ages by sex and by campus in the district.

Table III
Average Age of Students by Sex and by Campus

	Male		Female	
Campus	Number	Average Age	Number	Average Age
Frontier	178	35	223	34
Lincoln Trail	66	33	91	34
Olney Central	52	36	104	36
Wabash Valley	72	35	102	34
Totals and Averages	368	35	520	35

Research Question 4: What is the average age of males and females on all campuses?

The range of the ages of all women on all campuses was from eighteen (18) to sixty-three (63) years. The range for all men on all campuses was from eighteen (18) to sixty-four (64) years. The average age for all women on all campuses is thirty-five (35) years and for all men on all campuses is thirty-five (35) years.

Research Question 5: How many students, by campus and sex?

Frontier College has the largest enrollment of students. In fact, 42 percent of the enrollment is attending Frontier College.

Table IV
Students by Campus and Sex

	Female	Male	Total
Frontier	223	178	401
Lincoln Trail	91	66	157
Olney Central	104	52	156
Wabash Valley	102	72	174
Totals	520	368	888

Research Question 6: What is the average age, by sex and county?

The following table includes the campus counties as well as counties outside of the district. On occasion there have been students who wished to attend a particular campus location and they have been allowed to do so. For example, Clark County represents one female student. There were no other male or female students included in the informational chart for Clark County. The same applied for Cumberland County, with one female and Fayette County, with two females.

Table V illustrates the overall age by county and sex for those entering the program:

Table V
Average Age of Students by County and by Sex

County	Sex			
	Male		Female	
	Number	Average Age	Number	Average Age
Clark	0	0	1	42
Clay	85	34	62	33
Crawford	59	34	69	33
Cumberland	0	0	1	56
Edwards	12	38	18	35
Effingham	5	36	1	41
Fayette	0	0	2	22
Jasper	8	33	21	36
Lawrence	40	36	50	35
Richland	43	35	85	36
Wabash	32	35	70	32
Wayne	82	35	134	35
White	2	29	6	32
Totals and Averages	368	35	520	36

NOTE: Frontier, Lincoln Trail, Olney Central, and Wabash Valley are included.

Research Question 7: What is the average age by county?

The highest average age in all counties is fifty-six years. The lowest average age in all counties is twenty-two years. Four counties in the district had average ages at thirty-five years. The median age, also is thirty-five years. Table VI shows the average ages by counties.

Table VI
Average Ages of Students by Counties

Counties	Number of Students	Average Age
Clark	1	42
Clay	42	34
Crawford	128	34
Cumberland	1	56
Edwards	30	36
Effingham	6	37
Fayette	2	22
Jasper	29	35
Lawrence	90	35
Richland	128	35
Wabash	102	33
Wayne	216	35
White	8	31
Number of Students and Average Ages of Students by Counties	888	36

Research Question 8: How many students, by race and county?

The Illinois Eastern Community College District is located in a predominately Caucasian part of Illinois. There are minority students who attend classes on all campuses. However, they are primarily exchange students and not Department of Public Aid recipients. During the time of this study, there was one Black and one Oriental student who utilized the program resources.

Research Question 9: How many students, by county and sex?

The largest number of students enrolled in programs are from Wayne County. The least numbers are from Clark and Cumberland Counties.

Table VII presents the enrollment figures by counties and by sex.

Table VII
Students by County and Sex

County	Female	Male	Total
Clark	1	0	1
Clay	62	85	147
Crawford	69	59	128
Cumberland	1	0	1
Edwards	18	12	30
Effingham	1	5	6
Fayette	2	0	2
Jasper	21	8	29
Lawrence	50	40	90
Richland	85	43	128
Wabash	70	32	102
Wayne	134	82	216
White	6	2	8
Totals	520	368	888

Research Question 10: How many students, by county and Department of Public Aid category?

Enrollment figures demonstrate that of the 888 students, 24% are from Wayne County. Less than 1% were from Clark and Cumberland Counties. All other counties fall within these percentage extremes.

Table VIII
Students by County and DPA Category

County	04	06	Total
Clark	0	1	1
Clay	60	87	147
Crawford	65	63	128
Cumberland	1	0	1
Edwards	14	16	30
Effingham	0	6	6
Fayette	1	1	2
Jasper	20	9	29
Lawrence	54	36	90
Richland	76	52	128
Wabash	67	35	102
Wayne	110	106	216
White	5	3	8
Totals	473	415	888

Research Question 11: How many students, by county?

Due to transportation costs and distance involved, most students preferred to utilize the closest campus location to their home, within the Illinois Eastern Community College District. On occasion, there was a student, who for personal reasons, wished to attend a location that was least convenient from the point of transportation miles and cost. Students were not restricted regarding choice of learning location.

Table IX
Number of Students Per County

County	Number of Students
Clark	1
Clay	147
Crawford	128
Cumberland	1
Edwards	30
Effingham	6
Fayette	2
Jasper	29
Lawrence	90
Richland	128
Wabash	102
Wayne	216
White	8
Total	888

Research Question 12: What is the Slosson Oral Reading Test score average, by sex?

There were 520 females in the program. The average SORT score was 162 demonstrating an eighth grade reading level. There were 368 males in the program. The average SORT score was 142 demonstrating a seventh grade, one month reading level.

Research Question 13: What is the average grade point average of students, by sex?

On a four-point scale (4.0), an A = 4; a B = 3; a C = 2; and a D = 1. The average grade-point for women was 2.28 and for men was 2.18 on a four-point scale. The average grade-point, including all students is 2.23 on a four-point scale.

Research Question 14: How many students, by race and Department of Public Aid category?

There is insight gained concerning the geographic disbursement of population for the district. Less than 1% of the student population falls in the catagory other than Caucasion.

Research Question 15: What were the departmental educational needs of enrolled students over the five-year period of the study?

In the academic year of 1984, there were 15 adult basic education students who took a total of 28 ABE classes. The average ABE class per student was 1.86. In addition, it was possible for one ABE student, in the same year, to take one or more adult secondary education classes and one or more vocational classes. Each time one student enrolled in a class the class was counted in the total number of classes. The four district campuses were included in this study during the five-year

period recorded. The FLOW campuses of Frontier, Lincoln Trail, Olney Central and Wabash Valley were on a quarter system for the majority of those five years. There were four student registration entry points per year.

The students were not limited to the adult basic education and adult secondary education classes that were offered on campus at the Learning Skills Centers. In addition to the ABE and ASE classes, the students were mainstreamed into Illinois State Board of Education approved vocational classes.

A student may have been in the program one year or more. The student's social security number was counted one time for each year.

There were 1280 duplicated students who began 2601 duplicated classes within the district during November 1983 through July 1, 1988. These classes were listed in the three areas of adult basic education, adult secondary education, and vocational education. Each academic year, there was an increase in student enrollments in each category.

From 1984 through 1988, the adult basic education classes increased from 28 to 428, while the adult secondary education classes grew in numbers from 23 to 289. The vocational classes demonstrated a modest increase from 27 to 79.

Table X

1984	15	ABE Students	took	28	ABE Classes
	14	ASE Students	took	23	ASE Classes
	21	VOC Students	took	27	VOC Classes
Total by year	50			78	
1985	82	ABE Students	took	143	ABE Classes
	34	ASE Students	took	58	ASE Classes
	28	VOC Students	took	33	VOC Classes
Total by year	144			234	
1986	138	ABE Students	took	259	ABE Classes
	85	ASE Students	took	149	ASE Classes
	49	VOC Students	took	62	VOC Classes
Total by year	272			470	
1987	205	ABE Students	took	625	ABE Classes
	124	ASE Students	took	288	ASE Classes
	83	VOC Students	took	110	VOC Classes
Total by year	412			1023	
1988	196	ABE Students	took	428	ABE Classes
	142	ASE Students	took	289	ASE Classes
	64	VOC Students	took	79	VOC Classes
Total by year	402			796	
	*1280	Total Students	took	2601	Total Classes

*These are duplicated students.

CHAPTER V

CHAPTER V

Purpose of the Study

Significance of the Problem

Limitations of the Study

Fifteen Research Questions and Conclusions

Student Profile

Financial Information (Dollar Amounts as Referred to in Chapter III)

Outcomes of the Study

Summary of Text

CHAPTER V

Purpose of the Study

The purpose of this study was to conduct an evaluation of demographic and educational information regarding 888 students enrolled in the Information Referral and Retention Public Assistance Program from November 1983 (FY84) through June 30, 1988 (FY88). The study, through a historical review, will encourage program growth and enhance future program planning, as well as form the foundation for a recidivism study.

Significance of the Problem

The students/recipients who receive an education are supporting their personal potential for future economic independence from the welfare system.

The information gained by this research will promote a better quality of service for the Illinois Department of Public Aid student/client living within the Illinois Eastern Community College District 529 service area.

This study will indicate demographic information regarding the 888 students involved during the years of FY84-FY88. Through the interpretation of the data, students will receive better service from program staff and district employees.

The Illinois Eastern Community College program follows the national educational goals of : (1) developing a strong work force; (2) military support for national defense; (3) political participation by all citizens; and (4) economic strength for the individual and the nation. A well informed and educated population is the foundation for the achievement of the national goals and the furtherance of democracy.

The Illinois Eastern Community College administration will develop a greater awareness of the size and strength of this particular population within the Illinois Eastern Community College District 529. It is observed that the student/recipient population increases the full-time enrollment figures for any given scholastic year. The enrollment figure influences available funding for the community college district. Through notation of established need for services, and by weight of numbers, the population will receive appropriate services from the educational system as guided by the administration.

The teachers instructing the students/recipients will, through a review of the data, gain greater insight into adult education student/recipient requirements. The teachers will be able to direct classroom material towards the needs of the student/recipient in a more effective manner in order to attain the goal of welfare independence.

The Department of Public Aid will be able to ascertain the effectiveness of the Adult Education Information Referral and Retention Special Project on the target population as demonstrated through the demographics expressed in this study.

Limitations of the Study

During the period encompassed by this study (November 1, 1983 through June 30, 1988) the researcher imposed the following limitations on this work:

1. The findings of this study were based on the records of 888 students/recipients in the Illinois Eastern Community College District 529. These findings may or may not, be relevant to conditions in other school districts in the state of Illinois.

2. The findings of this study were based on 888 students/recipients who were in the Department of Public Aid categories of (06) unemployed parent and (04) single parent. These findings may or may not be relevant to other Department of Public Aid categories.
3. The findings of this study were based on 888 students/recipients enrolled in the adult basic education (ABE), the adult secondary education (ASE), and Illinois State Board of Education (ISBE) approved vocational (VOC) classes during the period of FY84 through FY88. These findings may or may not be relevant to other educational class categories students/recipients may have attended during this period of time.

The final conclusions of this study are based on the findings in Chapter IV. The study covered 13 counties and 888 students on four campuses. The four participating campuses are: Frontier, at Fairfield; Lincoln Trail, at Robinson; Olney Central, at Olney; and Wabash Valley, at Mt. Carmel. Hereafter referred to by the initials of FLOW.

Fifteen Research Questions

Research question 1: What is the average age by campus?

The average age by campus was F. 34; L. 34; O. 36; and W. 35; with an overall district average, by campus, of 35.

The conclusion reached is that the average age of 35 demonstrates the Public Assistance Program is reaching the targeted adult population of the District 529 service area.

Research question 2: What is the Slosson Oral Reading Test score average by campus?

A conclusion from this information would be that the average

reading score does give strong justification for the program. All campus locations fell into the 150 achievement level and did not demonstrate a strength of variation due to geographic location.

There is a need for our citizens to read at a 12th grade reading level. The technology of today demands strong reading abilities on the part of present and future workers.

If this present average persists at the four campuses, the students will be unable to function in society and they will be unable to find work in order to adequately provide for themselves and their families. The methods of teaching, supervision of students, and retention techniques need to be evaluated. A wider range of educational experience might prove beneficial to the student/recipient and result in higher reading levels.

Research question 3: What is the average age by sex and campus?

Refer to page 46, Table III for graphic representation of campus averages. The average male age by campus is 35, and the average female age is 35, for an overall district average of 35. Of the 13 counties listed (Page 48, Table V), Fayette County shows the youngest student served by the program to be age 22. Cumberland has the oldest student at age 56. When average age is taken by county, a .05 program error is displayed within the computer database and the average age becomes 36. This variation is not significant enough to affect the importance of the data.

Age is an important part of the student profile and will assist in selecting classroom material appropriate to the age of the student. Planned field experience and visiting speakers should be selected with the age and interest of the student group in mind.

Research question 5: What is the average age on all campuses, male and female?

Refer to Chapter IV and Table III for graphic representation of information. Frontier served 178 males, average age 35, and 233 females, average age of 34. Lincoln Trail served 66 males, average age of 33, and 91 females with average age of 34. Olney Central served 52 male students, average age of 36, and 104 female students with an average age of 36. Wabash Valley served 72 males with an average age of 35, and 102 female students with an average age of 34 (see Table VI, page 49).

All campuses fell within the mid-thirty age range of 34-35-36, for both male and female students.

A conclusion reached from these figures notes the age of students with many childbearing and earning years ahead of them are the targeted group. We are reaching the age group who are the unemployed, undereducated, and most in need.

It is interesting to compare this with the 1961 study by Science Research Associates (Chapter II, page 15). The age group at that time was 33.5, rounded off would be age 34, for welfare dependency. There is an implied prudence to question what we have been doing for the last 30 years, with welfare reform and provision of services. Why are these people, during their most productive years, finding themselves on the sidelines of life? Why has this age group been in this situation consistently? What happens to them before their mid-thirties, and what happens to them after their mid-thirties? Where do they go? Do they finally obtain employment? Do they become eligible for other programs? We need to track them to see if we are doing something right.

Research question 5: How many students are identified by campus and sex?

For a graphic representation of figures, refer to Table IV in Chapter IV. Frontier had 233 female and 178 male; Lincoln Trail had 91 female and 66 male; Olney Central had 104 female and 52 male; and Wabash Valley had 102 female and 72 male for the 888 total.

Females for all campuses represent 59% of the total study population, while males represent 41%. In reviewing these percentages, it could be concluded that women appear to be more willing to return to the classroom and to seek improvement in the quality of life through education. There is a 18% participation variation between male and female student welfare recipients.

Research question 6: What is the average age by sex and county?

For graphic information, refer to Table V on page 48 of Chapter IV. Clark County had zero males and one female age 42, and represents the lowest participation rate. Clay County had 85 males with an average age of 34, showing the highest male participation in the Community College District, while Wayne County had 134 females with an average age of 35 and represented the highest female participation in the Community College District.

Conclusions from this information would be that the average ages of 34 and 35 for male and female students are maintained throughout the sampling. There is an indication that counties closer to the AEPAP office and closer to classroom locations will serve more students than those counties where the converse is true. The more involvement staff has with students the better the participation rate and retention in the program.

Research question 7: What is the average age by county?

The figures are illustrated on page 49 of Chapter IV, Table VI. This information is also available on page 48, Chapter IV, Table V, 5th column.

The highest average age for a county shows at 56 in Cumberland County, with the lowest being 22 in Fayette County. Conclusions drawn from this age spread would be, there are very few students under age 22 in the survey. There are fewer teenage parents included in the averages than might initially have been suspected. The oldest, age 56 could have a teenager under the age of 18 in the home or could have been a legal guardian for an under age child.

Research question 8: How many students by race and county?

There was one (1) Black American, in Edwards County, and one (1) Oriental, in Richland County, in the system that utilized the services offered to Department of Public Aid recipients. Less than one fourth of one percent may not be considered significant in terms of service. The figure does make a conclusive statement about the total district population served, as being primarily Caucasian.

Research question 9: How many students identified by county and sex?

For graphic illustration see page 50, Chapter IV, Table VII. The table lists 520 female students in 13 counties. There are 368 male students in the 13 counties. When each of the 13 counties are reviewed, the counties of Clay and Effingham were the only two where more males than females enrolled in the program. Clay had 85 males and 62 females and Effingham had five males and one female. A conclusion of the study notes a majority of public assistance females in all but two of the 13 counties are enrolled in approved public assistance classes.

Out of the 13 counties considered in this study, the lowest number of students were found in Clark and Cumberland, with one student in each of these counties. The Illinois Eastern Community College District 529 barely extends over the borders into these two counties.

The highest geographic participation took place in Wayne County with 216 students noted for the five-year period. Wayne County is where the Adult Education Public Assistance Program office is located, and is easily accessible to students of the area.

Research question 10: How many students are identified by county and DPA category?

For graphic illustration see page 51, Table VIII, Chapter IV.

There were 473 students in the 04 category of unemployed single parent. There were 415 students in the 06 category of unemployed parent, with two people in the home.

The lowest single parent category of 04, was in Clark and Effingham counties, with zero, and the highest was Wayne County with 110 in the category.

The difference between the 04 and the 06 category was 58. This differentiation was much closer than anticipated. When the study began, a greater majority of single parents was expected.

Circumstances that may affect these figures include the sparse rural population and cooperative support from family, friends, church, and civic organizations to meet the survival needs of the area.

The economy of the area has been poor for several years. Many of the families on welfare would like to work , but no jobs are available due to a decrease in oil production and agriculture with the affiliated businesses these two major economic support systems included. Yet

these recipients are native to the area and have an extended emotional support system in the form of family, friends, and territorial familiarity that keeps them in the area.

Research question 11: How many students are enrolled by county?

In Chapter IV, page 52, Table IX, there is a chart illustrating number of students by county.

Wayne County had the highest number of students with 216, while Clark County had the lowest participation rate with one. A very small part of Clark is included in the IECC District 529. Most students who live in Clark County attend another Community College District. A conclusion would be that Wayne County, Frontier College, Fairfield, where the AEPAP office is located is more accessible to the students. Clark County being farthest away from the AEPAP office and, in reality the majority of the county a part of a different district, would, due to distance and student inclination, have the least students.

Research question 12: What is the Slosson Oral Reading Test score average by sex?

The average SORT score for all four campuses, including male and female, was 153 for a seventh grade, sixth month placement. Rounded off, this average would become an eighth grade reading level for all students tested, both male and female.

There were 520 females in the study and 368 males. The average Slosson Oral Reading Test for the females in the program was 162 for an eighth grade, one month reading level. The average SORT score for the males was 142 for a seventh grade, one month reading level.

One conclusion is that 35 year old females on all campuses, had reading levels one grade level higher than 35 year old males on all

campuses. When district and county averages were considered, the difference in reading scores became less.

For future research it would be of interest to review the amount of formal school grade achieved by each participant. The school grade could then be compared to the SORT scores to determine input of school attendance/grade achievement to present reading level.

From information on hand it can be concluded that age, sex, or geographic location did not have a significance influence on those who participated in this study.

Research question 13: What is the average grade point average by sex?

Females in the study had a grade point average of 2.28, while the males had a grade point average of 2.18. The females in the study had a higher reading level by 20 points and a higher community college grade point average (GPA) by 10 points. It could be concluded the higher reading score allowed a better grade point for classes taken by females in the study. Yet grades for both sexes, when translated to a letter grade, came out to a "C" average. It would appear that even with females having a higher reading score and a higher GPA. The final letter grade is not significantly affected.

The prevalence of females attending class would agree with higher reading levels and higher grade point averages of the females.

It is emotionally wrenching for a male student in this program to admit a need for, or request assistance in gaining knowledge. The figure would indicate there is a correlation between the educational lower level and the higher resistance or embarrassment regarding classroom attendance. The males of the study indicated a preference for outdoor accomplishments rather than classroom confinement.

There are outdoor activities that could be planned to include math calculations, reading instructions, and following directions. These could appropriately be included in training. Such activities could include wood cutting, hunting, fishing, working with cars, etc. The curriculum would need to be basic and not confusing. The applied knowledge would prove beneficial in improving reading and math skills.

Research question 14: How many students are identified by race and DPA category?

One Black American was listed in the 06 category, of two unemployed people in the home. One Oriental was listed as 04, single parent family. There were 472 single parents, 04 category, listed as Caucasian, and 414, 06 category, listed as Caucasian, for a total of 888.

The evidence allows the conclusion that out of 888 participants, less than 1% is of a race other than Caucasian. Adult education programs that deal with migrant worker populations or groups interested in English as a second language (ESL) would not be appropriate programs for the welfare recipients in this community college service area.

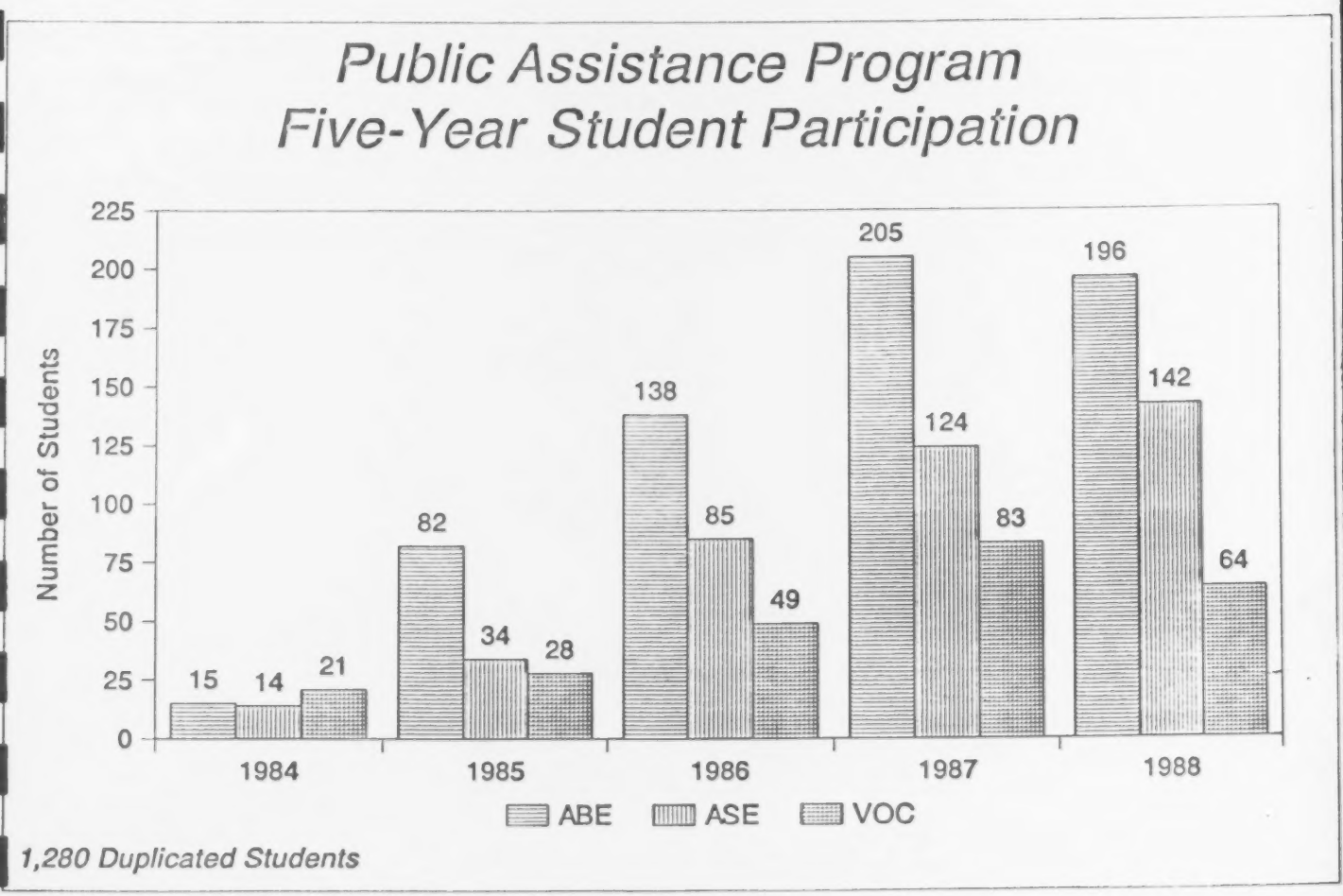
Most Black Americans, Orientals, and those of other heritages, find little to draw them to this economically depressed rural area. Those who do venture in are seldom IDPA recipients. They may arrive as exchange students, medical personnel, or business people. They have roots in other parts of the world and seldom stay in the area for generation after generation as most of our participants have done.

Research question 15: What were the departmental educational needs of enrolled students over the five-year period of the study?

During the five years of enrollment for this report there was an

increase in student participation in the three levels of classes offered with noted exceptions. The adult basic education increased from 15 students in fiscal year 1984 to 205 students in fiscal year 1987, then showed a drop in 1988 to 196. The adult secondary education students increased from 14 in fiscal year 1984 to 142 in fiscal year 1988. The vocational students participation was increased from 21 in fiscal year 1984 to 83 in fiscal year 1987, then dropped to 64 in 1988 (Table 10, page 55, Chapter IV).

The vocational area showed the least amount of growth. By the time a student gets to the point of making a vocational decision, a transfer of funding sources will often take place.



Graph 1

Frontier Community College had the highest participation, with 401 students, for the five years of the study. Wabash Valley came in just after Frontier with 174 students participating in the program. Lincoln Trail College followed with 157 students. The campus with least participation was Olney Central College, with 156 students for the same five years.

The variance in participation can be attributed to several factors:

1. Distance of students from program office.
2. Variance in class offerings at each location.
3. Program support at each location.
4. Students crossing county lines for purposes of convenience to classes.
5. Instructor awareness and support.
6. Support by Department of Public Aid office in nearest location.
7. Activity of other educational funding agencies in the area, such as JTPA, Dislocated Worker, etc.
8. Frontier Community College outreach programs throughout the district.

Student Profile

Based on a five-year study of student provided information, a profile of the average Information Referral and Retention student in the Illinois Eastern Community College District 529, shows the following: The student lives in Wayne County, attends Frontier Community College, is a female, age 34, is in the 04 Department of Public Aid category of single unemployed parent. She is Caucasian and has a Slosson Oral Reading Test score of 162, giving her an eighth

grade reading level. Her community college grade point average is 2.28, for a "C" average. She is an adult basic education student.

Financial

The 9% variation between IECC figures and ISBE figures is less than anticipated.

The dollar amount given per year for the IECC District 529 Public Assistance spending on student instruction cannot be issued as a firm amount for the following reasons:

A. There was a yearly change of instructional dollars paid per each of the three categories of ABE, ASE, and VOC classes. And some years there was more than one listing of claim amount per category.

B. For some years there were more students in the program than could be claimed on the grant. We did not turn students away.

C. During this time period (1987) the IECC District 529 changed from quarter to semester system. The category claim amount had to be refigured.

D. In compiling information from the files, student workers were used to transpose the information from the file to the ledger sheets. Several workers were used to transpose the information from the ledger sheet to the computer. There was room for human error in transposing.

E. The computer program used has a .05 error built in and when several areas or columns are rounded off, the error increases exponentially to number of calculation used to reach the total.

YEAR	TOTAL HOURS	TOTAL POSSIBLE IECC DISTIRCT BASED ON ENROLLMENT	ISBE STATE GRANT	VARIATION
1984	344	$ 11,200.00	$ 9,828.00	$ 1,372 IECC+
1985	725	22,618.00	21,300.00	1,318 IECC+
1986	1505	30,900.00	28,925.00	1,975 IECC+
1987	2618	52,572.00	41,400.00	11,172 IECC+
1988	2642	66,510.00	59,550.00	6,960 IECC+
TOTAL	7834	$183,800.00	$161,003.00	**22,797 DIFFERENCE

*IECC District changed from quarter to semester system

**$22,797 equals a 9% variation between IR&R Program figures and ISBE figures.

Expected Outcomes of the Study

Some expected outcomes of the study as noted in Chapter One are:

1. To find in the review of the data a basis for improvement of the quality of educational offerings to all students;
2. To encourage teachers and administrators to provide a wider range of educational experiences for DPA students;
3. To obtain a DPA student profile that will assist in program planning that will appropriately meet student needs.

The outcomes of the study have been reached. There now is a wider picture of students served in the district. The quality and quantity of the programs can now be viewed with the student profile in mind. Teachers and support staff as well as administrators will be encouraged to extend the present boundaries of the program. The interest of the

student must be kept in mind in order for recruitment and retention strategies to work.

With the information obtained from this study trends can be analyzed, services improved and a general enhancement of the program will take place.

SUMMARY

SUMMARY

Chapter I contains the Introduction, Statement of the Problem, Purpose of the Study, Research Questions, Significance of the Problem, Definitions, and Limitations, plus Summary.

Chapter II is a review of literature that provided a historical overview of factors that have contributed to the Information Referral and Retention program that is providing services to the Illinois Eastern Community College District 529 from offices located at Frontier Community College, Fairfield, Illinois during FY84 through FY88.

Chapter III denotes research methods and procedures followed and provides information as to how the study was conducted with regards to design of the project and procedures followed to obtain information.

Chapter IV provides results of the study and presents data obtained through the research procedures noted in Chapter III.

Chapter V indicates summary conclusions and recommendations that are evident from data obtained and noted in Chapter IV.

APPENDIX

APPENDIX: Supplementary material
attached at the end of
a piece of writing.

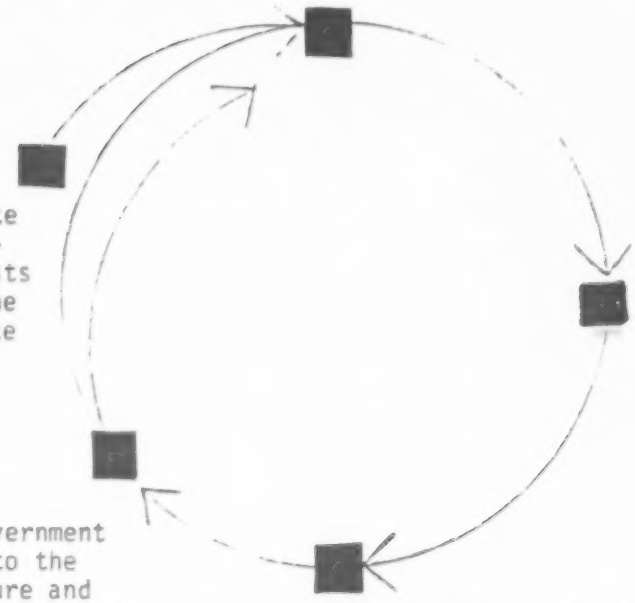
A. Funding Chart
B. Funding Chart
C. Adult Education Regional Map
D. Adult Education Service Center Maps
E. Area Planning Councils
F. Map of Illinois Public Aid Regional Offices
G. Community College District Map 1990
H. Listing of Community Colleges in Illinois
I. Illinois Community College Board Map 1985
J. Public Community College Map
K. Illinois Community College Districts Map 1991
L. Illinois Major Cities Map
M. Number of Residents with Less Than Eight Years of Education Map
N. Speech by Noreen Lopez ISBE 1986 IR&R Conference
O. Paper by Noreen Lopez ISBE Manager
P. List of Adult Education Department Heads from 1963-1991
Q. Public Assistance Projects Rational for Activity

APPENDIX A

ADULT EDUCATION PUBLIC ASSISTANCE PROGRAM

APPENDIX A

The Illinois State Legislature appropriates funds to Illinois State Board of Education based on justification given to them by ISBE.



START HERE

Illinois State Board of Education requests funds from the Illinois State Legislature.

Funds are allocated. Illinois State Board gives services and documents services for Department of Public Aid.

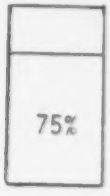
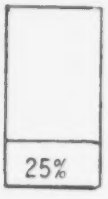
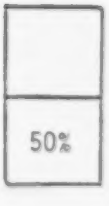
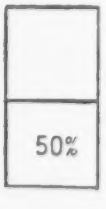
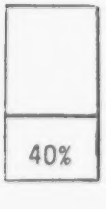
The Federal Government gives dollars to the State Legislature and it goes into the general revenue fund.

Department of Public Aid accepts documentation from ISBE and requests reimbursement from Federal Government for the Food Stamps Employment and Training Program through the Department of Agriculture.

APPENDIX B

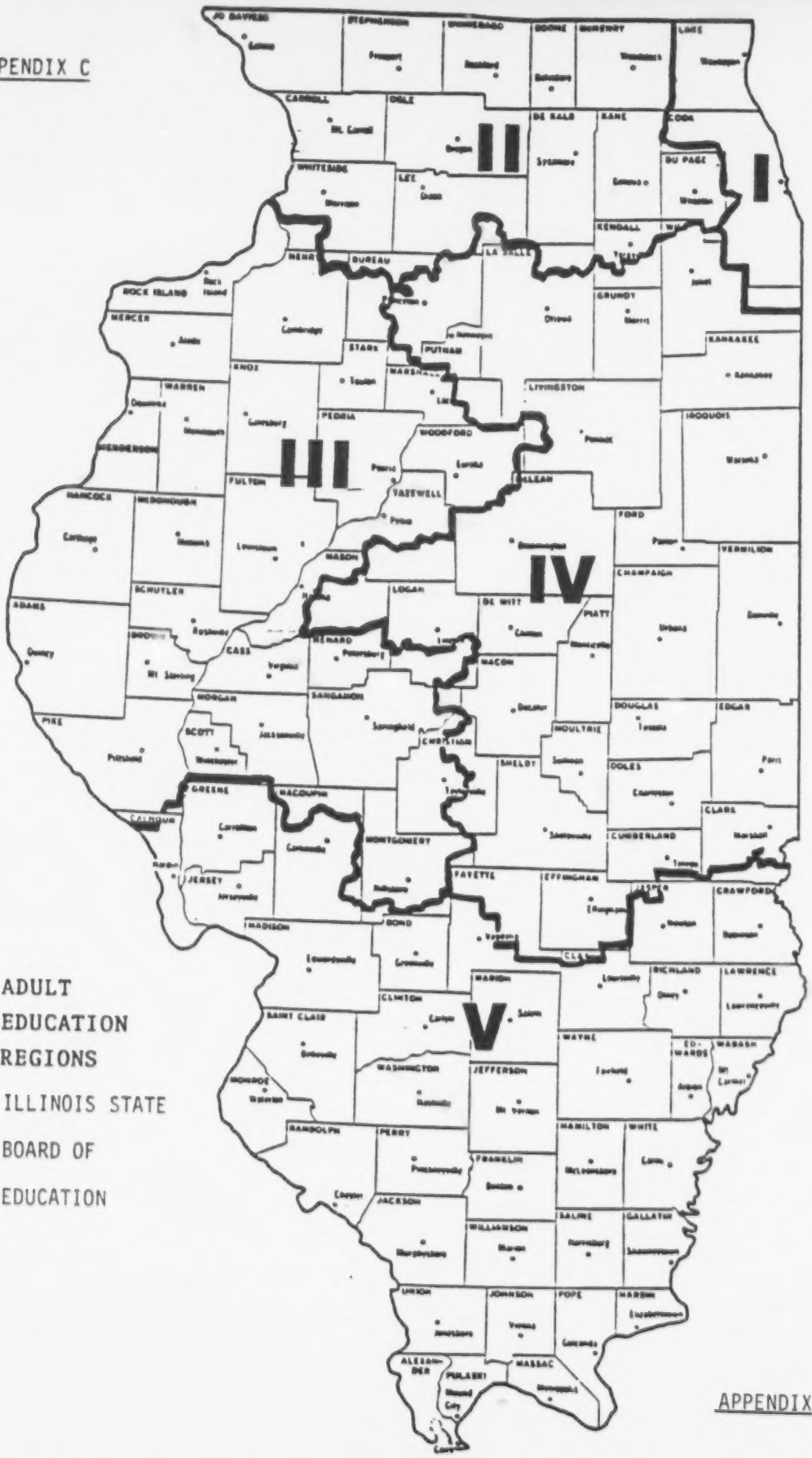
APPENDIX B

FUNDING

	Federal Funds		State Funds		Program Cost
1976					
Social Security Act Title XX	 75%	+	 25%	=	100%
1981	Supposed to be 100%				
Social Services Block Grant Title XX	100%	+		=	100%
	In Reality it was 100%				
		+	100%	=	100%
1987					
Food Stamp Employment Training Program through Department of Agriculture	 50%	+	 50%	=	100%
1990 April					
Title II of the Family Support Act administered through Health and Human Services	60%	+	 40%	=	100%

APPENDIX C

APPENDIX C



ADULT
EDUCATION
REGIONS

ILLINOIS STATE
BOARD OF
EDUCATION

APPENDIX C

APPENDIX D

APPENDIX D

APPENDIX D

APPENDIX E

APPENDIX E

AREA PLANNING COUNCILS BY REGIONS

REGION I

College of Lake County
William Rainey Harper College
Oakton Community College
Triton Community College
Morton Community College
Moraine Valley Community College
Thorton Community College
Prairie State Community College
City Colleges of Chicago

REGION II

Highland Community College
Rock Valley Community College
McHenry County College
Elgin Community College
Kishwaukee Community College
Sauk Valley Community College
Waubonsee Community College
College of DuPage

REGION III

Black Hawk Community College
Carl Sandburg Community College
Illinois Central Community College
Spoon River Community College
John Wood Community College
Lincoln Land Community College
Department of Corrections

REGION IV

Illinois Valley Community College
Joliet Junior College
Kankakee Community College
Central Illinois Area Planning Council
Parkland Community College
Danville Area Community College
Richland Community College
Lake Land Community College

REGION V

Lewis and Clark Community College
State Community College
Belleville Area Community College
Kaskaskia Community College
Illinois Eastern Community College
Rend Lake Community College
John A. Logan Community College
Southeastern Illinois College
Shawnee Community College

APPENDIX F

Map of Regional Offices

APPENDIX F

APPENDIX F

APPENDIX G

APPENDIX G

Configuration of Community College Districts Based on the Final Assignments of Non-Aligned Public School Districts

APPENDIX H

PUBLIC COMMUNITY COLLEGES IN ILLINOIS

The Colleges

Joseph Cipfl, President
BELLEVILLE AREA COLLEGE, 522
2500 Carlyle Road
Belleville, Illinois 62221-5899
(618) 235-2700

Herbert Lyon, Chancellor
BLACK HAWK COLLEGE, 503
6600-34th Avenue
Moline, Illinois 61265-5899
(309) 796-1311

Melvin Brady, Chancellor
CITY COLLEGES OF CHICAGO, 508
226 West Jackson Blvd.
Chicago, Illinois 60606-6998
(312) 855-3023

Martha Berik, President
CITY-WIDE COLLEGE
226 West Jackson Blvd.
Chicago, Illinois 60606-6997
(312) 641-2595

William Convey, President
RICHARD J.DALEY COLLEGE
7500 South Pulaski Road
Chicago, Illinois 60652-1299
(312) 735-3000

Harold Petes, President
KENNEDY-KING COLLEGE
6800 South Wentworth Avenue
Chicago, Illinois 60621-3799
(312) 962-3200

Milton Brown, President
MALCOLM X COLLEGE
1900 West Van Buren Street
Chicago, Illinois 60612-3197
(312) 942-3000

Homer Franklin, President
OLIVE-HARVEY COLLEGE
10001 South Woodlawn Avenue
Chicago, Illinois 60628-1696
(312) 568-3700

Wallace Appelson, President
HARRY S TRUMAN COLLEGE
1145 West Wilson Avenue
Chicago, Illinois 60640-5691
(312) 878-1700

Bernice Miller, President
HAROLD WASHINGTON COLLEGE
30 East Lake Street
Chicago, Illinois 60601-2495
(312) 781-9430

Raymond Lefevour, President
WILBUR WRIGHT COLLEGE
3400 North Austin Avenue
Chicago, Illinois 60634-4276
(312) 777-7900

Harry Braun, President
DANVILLE AREA COMM. COLL., 507
2000 East Main Street
Danville, Illinois 61832-5199
(217) 443-1811

Harold McAninch, President
COLLEGE OF DUPAGE, 502
22nd and Lambert Road
Glen Ellyn, Illinois 60137-6599
(708) 858-2800

Paul Heath, President
ELGIN COMMUNITY COLLEGE, 509
1700 Spartan Drive
Elgin, Illinois 60123-7193
(708) 697-1000

Paul Thompson, President
WM. RAINEY HARPER COLLEGE, 512
1200 West Algonquin Road
Palatine, Illinois 60067-7398
(708) 397-3000

Joseph Pliand, President
HIGHLAND COMM. COLLEGE, 519
2998 West Pearl City Road
Freeport, Illinois 61032-9341
(815) 235-6121

Thomas Thomas, President
ILLINOIS CENTRAL COLLEGE, 514
Route 24
East Peoria, Illinois 61635-0001
(309) 694-5011

Harry Smith, Chancellor
ILL. EASTERN COMM. COLL., 529
233 East Chestnut Street
Olney, Illinois 62450-2798
(618) 393-2982

Richard Mason, President
FRONTIER COMMUNITY COLLEGE
R.R. 1
Fairfield, Illinois 62837-9701
(618) 842-3711

Donald Donney, President
LINCOLN TRAIL COLLEGE
R.R. 3
Robinson, Illinois 62454-9524
(618) 544-8657

John Revakos, Interim President
OLNEY CENTRAL COLLEGE
305 North West Street
Olney, Illinois 62450-1099
(618) 395-4351

Harry Benson, President
WABASH VALLEY COLLEGE
2200 College Drive
Mt. Carmel, Illinois 62863-2699
(618) 262-8641

Alfred Wigoski, President
ILL. VALLEY COMM. COLL., 513
2578 East 350th Road
Oglesby, Illinois 61348-1099
(815) 224-2720

Raymond Pietak, President
JOLIET JUNIOR COLLEGE, 525
1216 Houbolt Avenue
Joliet, Illinois 60436-9352
(815) 729-9020

Larry Huffman, President
KANKAKEE COMM. COLLEGE, 520
Box 888
Kankakee, Illinois 60901-0888
(815) 933-0211

Raymond Woods, President
KASKASKIA COLLEGE, 501
R.R 4, Shattuc Road
Centralia, Illinois 62801-9285
(618) 532-1981

Norman Jenkins, President
KISHWAUKEE COLLEGE, 523
21193 Malta Road
Malta, Illinois 60150-9699
(815) 825-2086

Daniel LaVista, President
COLLEGE OF LAKE COUNTY, 532
19351 West Washington Street
Grayslake, Illinois 60030-9908
(708) 223-6601

Robert Luther, President
LAKE LAND COLLEGE, 517
South Route 45
Mattoon, Illinois 61938-9366
(217) 235-3131

J. Neil Ashire, President
LEWIS & CLARK COMM. COLL., 536
5800 Godfrey Road
Godfrey, Illinois 62035-2466
(618) 466-3411

William Law, President
LINCOLN LAND COMM. COLL., 526
Shepherd Road
Springfield, Illinois 62794-9256
(217) 786-2200

Roy Hancock, President
JOHN A. LOGAN COLLEGE, 530
Route 2
Carterville, Illinois 62918-9599
(618) 985-3741

Robert Bartlett, President
MCHENRY COUNTY COLLEGE, 528
Route 14 and Lucas Road
Crystal Lake, Illinois 60012-2796
(815) 455-3700

Richard Radcke, Acting President
MORAINE VALLEY COMM. COLL., 524
10900 South 88th Avenue
Palos Hills, Illinois 60465-0937
(708) 974-4300

Charles Berro, President
MORTON COLLEGE, 527
3801 South Central Avenue
Cicero, Illinois 60650-4398
(708) 656-8000

Thomas Tenkhoove, President
OAKTON COMMUNITY COLLEGE, 535
1600 East Golf Road
Des Plaines, Illinois 60016-1258
(708) 635-1600

Zelema Harris, President
PARKLAND COLLEGE, 505
2400 West Bradley Avenue
Champaign, Illinois 61821-1899
(217) 351-2200

W. Harold Conner, President
PRAIRIE STATE COLLEGE, 515
202 South Halsted Street
Chicago Heights, Illinois 60411-1275
(708) 756-3110

Jonathon Astroth, President
REND LAKE COLLEGE, 521
R.R. 1
Ina, Illinois 62846-9740
(618) 437-5321

Charles Bovak, President
RICHLAND COMMUNITY COLLEGE, 537
One College Park
Decatur, Illinois 62521-8513
(217) 875-7200

Karl Jacobs, President
ROCK VALLEY COLLEGE, 511
3301 North Mulford Road
Rockford, Illinois 61111-5699
(815) 654-4250

Jack Fuller, President
CARL SANDBURG COLLEGE, 518
2232 South Lake Storey Road
Galesburg, Illinois 61401-9576
(309) 344-2518

Richard Behrandt, President
SAUK VALLEY COMM. COLL., 505
173 Illinois Route 2
Dixon, Illinois 61021-9110
(815) 288-5511

Alan Schaffer, Acting President
SHAWNEE COMMUNITY COLLEGE, 531
Shawnee College Road
Ullin, Illinois 62992-9725
(618) 634-2242

Richard Santo, President
SOUTH SUBURBAN COLLEGE, 510
15800 South State Street
South Holland, Illinois 60473-1267
(708) 596-2000

Harry Abell, President
SOUTHEASTERN ILL. COLLEGE, 533
R.R. 4, Box 310
Harrisburg, Illinois 62946-9477
(618) 252-6376

Felix Reynes, President
SPOON RIVER COLLEGE, 534
R.R. 1
Canton, Illinois 61520-9801
(309) 647-4645

Terry Lewis, Acting President
STATE COMMUNITY COLLEGE, 601
601 James R. Thompson Boulevard
East St. Louis, Illinois 62201-1100
(618) 583-2500

Michael Bakalis, President
TRITON COLLEGE, 504
2000 Fifth Avenue
River Grove, Illinois 60171-1995
(708) 456-0300

John Sveiac, President
WAUBONSEE COMM. COLL., 516
Ill. Route 47 at Harter Road
Sugar Grove, Illinois 60554-9799
(708) 466-4811

Robert Keys, President
JOHN WOOD COMM. COLL., 539
150 South 48th Street
Quincy, Illinois 62301-9147
(217) 224-6500

Leon Perley, Interim CAO
Community College District 8540
1540 East College Avenue, Suite 9
Normal, Illinois 61761
(309) 452-8999

Illinois Community College Board
509 South Sixth Street, Room 400
Springfield, Illinois 62701-1874
Telephone: (217) 785-0123

2/7/90

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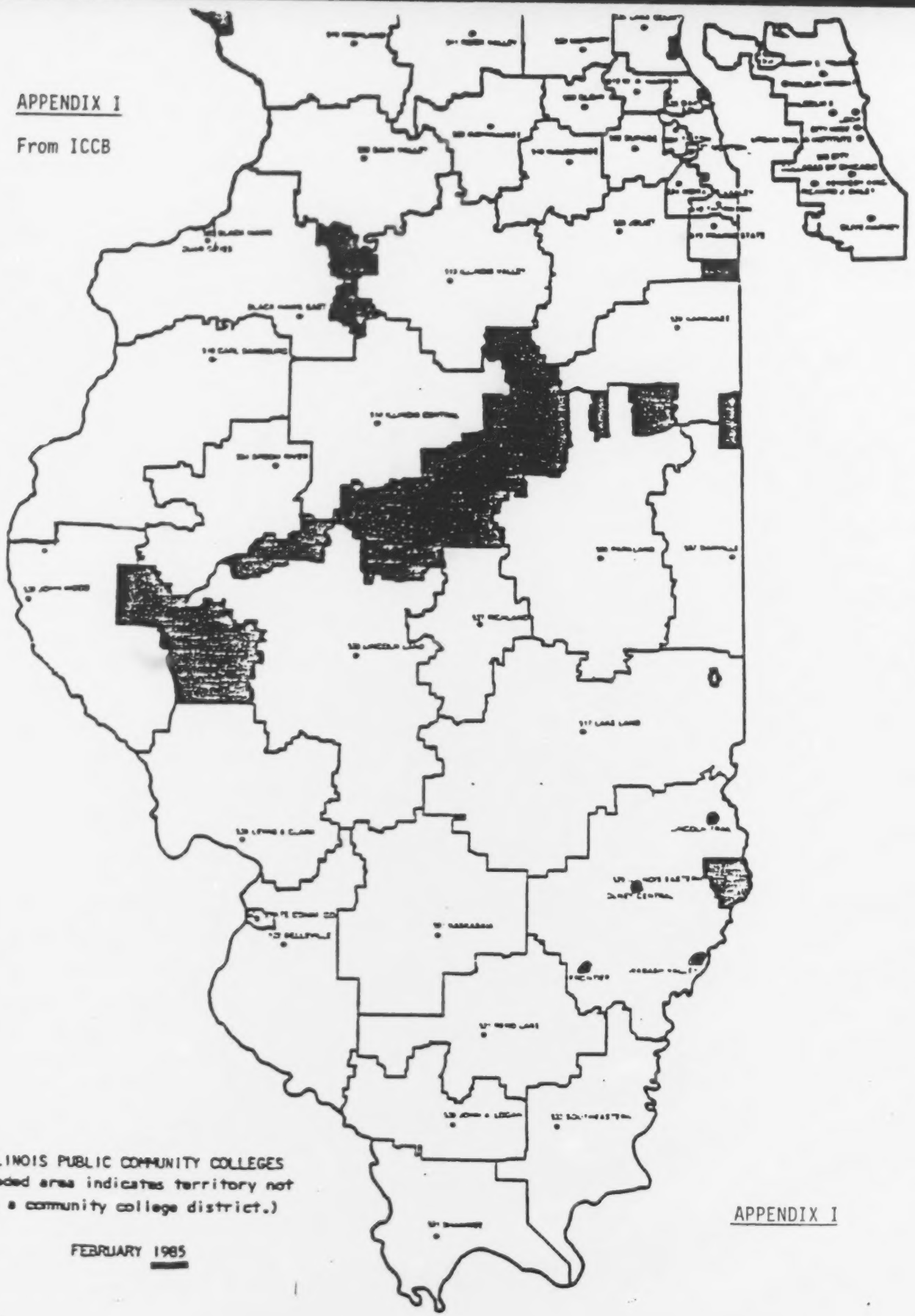
APPENDIX I

APPENDIX I

From ICCB



ILLINOIS PUBLIC COMMUNITY COLLEGES
(Shaded area indicates territory not in a community college district.)

FEBRUARY 1985

APPENDIX I

APPENDIX J

APPENDIX J

★ Public Universities
○ Public Community Colleges
○ Private Not-for-Profit Institutions
□ Proprietary Institutions

Public Community Colleges:

Frontier	13
Lincoln Trail	23
Olney	25
Wabash	36

APPENDIX J

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APPENDIX K

Illinois Community College Districts

March 1991

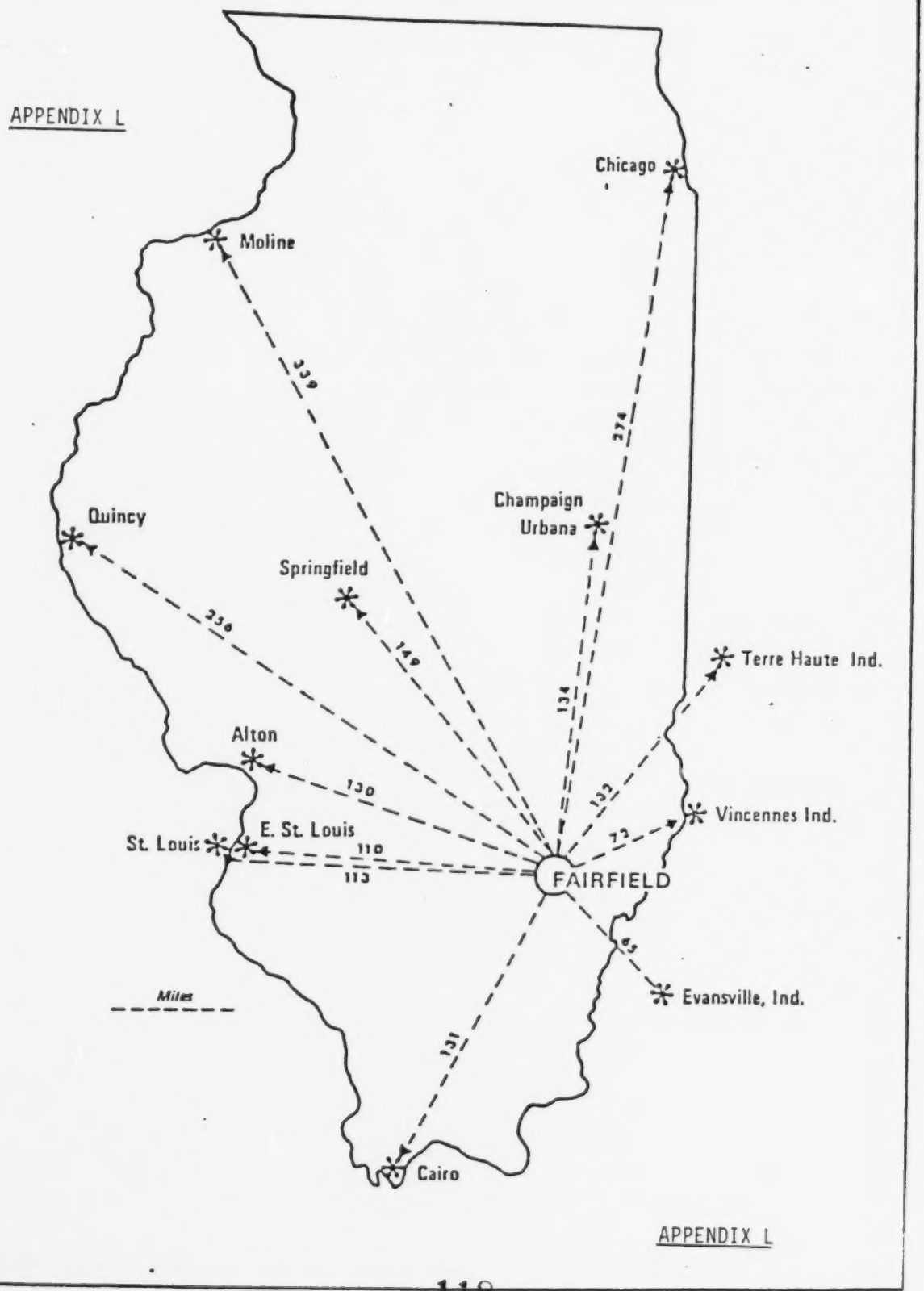
APPENDIX K

ILLINOIS PUBLIC COMMUNITY COLLEGE DISTRICTS

JULY 1, 1990

APPENDIX K

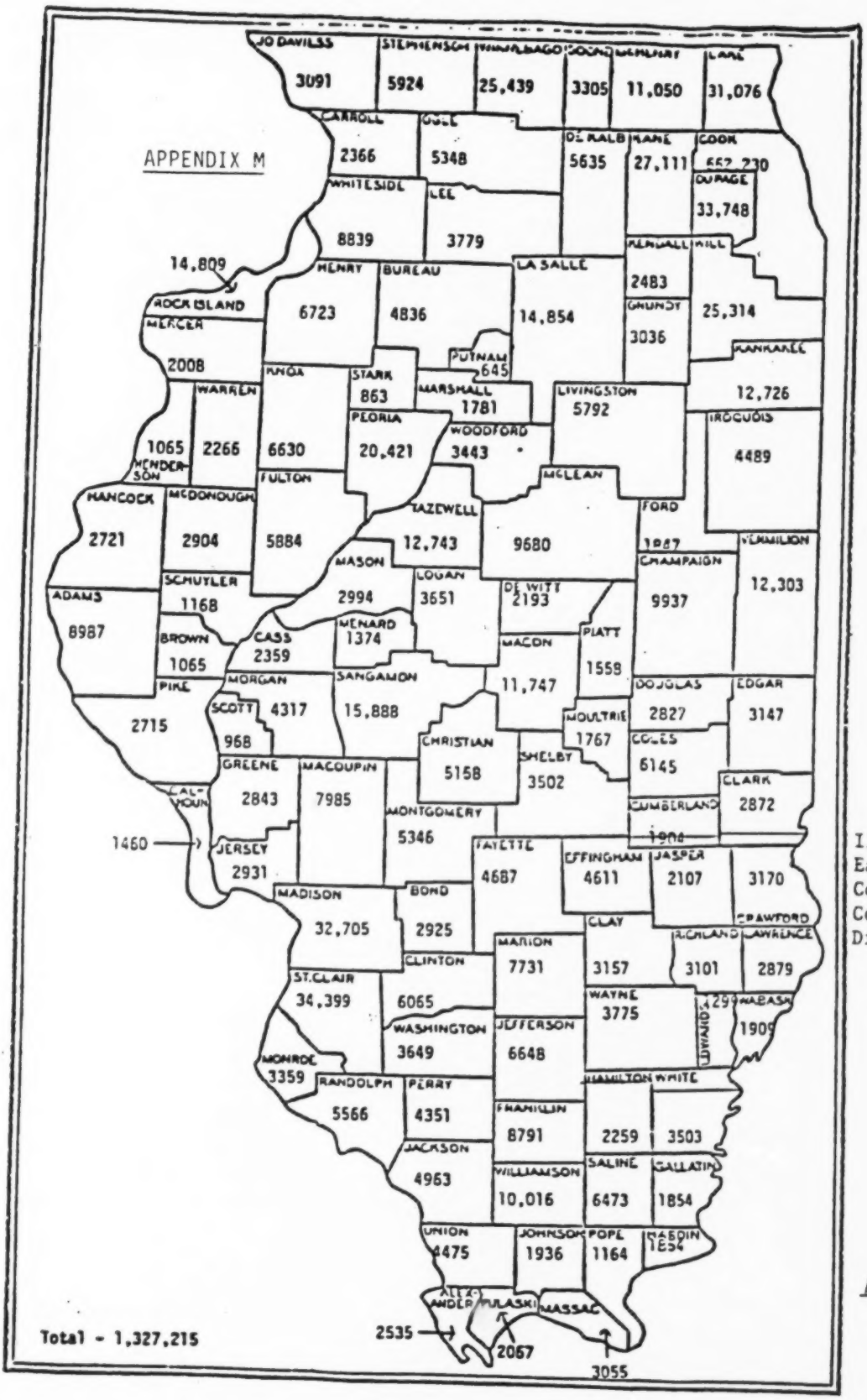
APPENDIX L



ILLINOIS MAJOR CITIES

APPENDIX M

NUMBER OF RESIDENTS BY COUNTY 18 YEARS AND OLDER WITH LESS THAN 8 YEARS OF EDUCATION



Illinois Eastern Community College District 529

APPENDIX M

APPENDIX N

APPENDIX N

HOW WE GOT WHERE WE ARE TODAY - HAVE WE ARRIVED?

WELL, I GOT HERE BY CAR AND MY PRESENCE HERE INDICATES I HAVE ARRIVED. BUT I THINK MARY ANN WANTED ME TO ADDRESS OUR ARRIVAL MORE IN RELATION TO TITLE XX PROGRAMMING, SO I SHALL ATTEMPT TO DO SO. IT'S A LONG HISTORY GOING BACK TO 1963 WHEN THE ILLINOIS PUBLIC AID DEPARTMENT AND THE SUPERINTENDENT OF PUBLIC INSTRUCTION ENTERED INTO AN AGREEMENT WHEREBY CERTAIN FUNDS APPROPRIATED AT THE NATIONAL LEVEL AND ALLOCATED TO THE ILLINOIS PUBLIC AID DEPARTMENT COULD BE CHANNELED TO THE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION. THE PURPOSE OF THOSE FUNDS WAS TO PROVIDE EDUCATION AND TRAINING TO PUBLIC AID RECIPIENTS TO ASSIST THEM IN BECOMING MORE SELF-SUFFICIENT AND LESS DEPENDENT ON OTHERS. THUS BEGAN AN EXPANSION OF ADULT EDUCATION SERVICES IN THE STATE DEPARTMENT OF PUBLIC INSTRUCTION, WITH SIGNIFICANT EMPHASIS ON SERVICES TO PUBLIC AID CLIENTS.

FOR SEVERAL YEARS THINGS SEEMED TO PROGRESS SMOOTHLY. MANY FULL-TIME ADULT EDUCATION CENTERS WERE ESTABLISHED ACROSS THE STATE AND IN 1965 THE FEDERAL ADULT EDUCATION ACT FURTHER PROVIDED FOR ADULT EDUCATION SERVICES AND HAD NO RESTRICTIONS ON THE CLIENTELE OTHER THAN THEIR NOT HAVING A HIGH SCHOOL DIPLOMA. WITH THIS ADDITIONAL FUNDING ADULT EDUCATION PROGRAMS FURTHER EXPANDED ACROSS THE STATE.

THINGS SEEMED TO BE GOING WELL WHEN SUDDENLY IN 1973 THINGS STARTED TO FALL APART. CONGRESS DECIDED TO SUBSTANTIALLY REDUCE ITS SUPPORT AND THE ILLINOIS GENERAL ASSEMBLY LIKEWISE ATTEMPTED TO LESSEN ITS SUPPORT.

THROUGH THE POLITICAL ACTION OF THE STATE ASSOCIATIONS AND THE SUPPORT OF THE STATE BOARD AND ILLINOIS DEPARTMENT OF PUBLIC AID, THE

FUNDING WAS FINALLY RESTORED, BUT ONLY AFTER THE DEMISE OF SOME PROGRAMS.

IN 1974 THE AMENDMENTS TO THE SOCIAL SECURITY ACT - COMMONLY REFERRED TO AS TITLE XX, PROVIDED FEDERAL FUNDS FOR SOCIAL SERVICES AND GOT PROGRAMS BACK INTO A NORMAL MANNER OF OPERATION.

DURING THESE EARLY YEARS REFERRALS WERE MADE BY PUBLIC AID TO THE ADULT EDUCATION PROGRAMS. IN THE MID 70'S THESE REFERRALS HAD DECLINED TO AN ALL-TIME LOW OF 4,000 CLIENTS. IN 1977, THROUGH THE COMBINED EFFORTS OF THE STATE BOARD OF EDUCATION, DEPARTMENT OF PUBLIC AID AND A VARIETY OF LOCAL EDUCATION AGENCIES, SEVERAL PILOT PROJECTS WERE BEGUN TO PROVIDE INFORMATION AND REFERRAL SERVICES AND RETENTION SERVICES FOR PUBLIC AID CLIENTS. THE OPPORTUNITY FOR THESE I & R WORKERS TO COOPERATE WITH THE LOCAL PUBLIC AID OFFICES AND ACTIVELY RECRUIT STUDENTS RESULTED IN A SIGNIFICANT INCREASE IN THE NUMBER OF CLIENTS SERVED.

BY 1979, MOST TITLE XX PROGRAMS ALSO HAD AN I & R PROJECT. APPROXIMATELY 8,900 CLIENTS WERE SERVED IN 33 INSTRUCTIONAL PROGRAMS WITH A STATE BUDGET OF $4.3 MILLION. THE FIRST I & R WORKSHOP WAS ALSO HELD THAT YEAR WITH 88 PEOPLE ATTENDING REPRESENTING 33 PROGRAMS AND ABOUT THE SAME NUMBER OF PUBLIC AID OFFICES.

BY 1980 WITH GENTLE ENCOURAGEMENT FROM THE ILLINOIS STATE BOARD OF EDUCATION THE NUMBER OF TITLE XX PROGRAMS INCREASED FROM 33 TO OVER 80.

IN 1981 THE TITLE XX SOCIAL SERVICES BLOCK GRANT WAS PAST AS PART OF THE OMNIBUS BUDGET RECONCILIATION ACT. THE TITLE XX BUDGET WITH THE ILLINOIS STATE BOARD OF EDUCATION WAS UP TO $5 MILLION AND THERE WERE NOW 42 I & R PROJECTS.

BY FY 1985 WE HAD A TITLE XX BUDGET OF $6.5 MILLION, 43 I & R

PROJECTS AND SERVED 23,700 PUBLIC AID STUDENTS IN ADULT EDUCATION PROGRAMS.

NOW, IN FY86 AND 87 WE HAVE $7 MILLION WITH 31,040 ENROLLED IN FY86 AND PROJECTIONS OF FURTHER SIGNIFICANT GROWTH IN FY87. WE ALSO CURRENTLY HAVE 51 I & R PROJECTS AND ABOUT 180 PEOPLE AT THE I & R CONFERENCE.

DOES THIS MEAN WE HAVE ARRIVED?

WE IN ADULT EDUCATION AND PUBLIC AID HAVE SEEN SO MANY WHO, BECAUSE OF THEIR LACK OF EDUCATION HAVE BEEN ENSLAVED BY FEAR, IGNORANCE, POVERTY, UNEMPLOYMENT AND POOR SELF-CONCEPTS. AS PROFESSIONALS WE ARE CALLED UPON TO PROVIDE THE OPPORTUNITY TO EDUCATE AND TRAIN THESE INDIVIDUALS AND MAKE THEM FREE TO CHOOSE THEIR FUTURES FOR THEMSELVES

AS JAMES B. CONANT SAYS, "PUBLIC EDUCATION IS A GREAT INSTRUMENT OF SOCIAL CHANGE. THROUGH IT, IF WE SO DESIRE, WE CAN MAKE OUR COUNTRY MORE NEARLY A DEMOCRACY WITHOUT CLASSES...EDUCATION IS A SOCIAL PROCESS, PERHAPS THE MOST IMPORTANT PROCESS IN DETERMINING THE FUTURE OF OUR COUNTRY.

H.G. WELLS IS EVEN MORE PROFOUND WHEN HE SAYS "HUMAN HISTORY BECOMES MORE AND MORE A RACE BETWEEN EDUCATION AND CATASTROPHE."

SO THERE TRULY IS A VERY IMPRESSIVE RESPONSIBILITY YOU HAVE IN WORKING WITH INDIVIDUALS WHO NEED EDUCATION AND TRAINING. IT'S IMPORTANT TO EDUCATE PEOPLE WHO LIVE IN A DEMOCRACY SO IT CAN INDEED REMAIN A DEMOCRACY. BESIDES THIS, THERE IS THE ASPECT WE OFTEN HEAR SO MUCH MORE ABOUT - THAT OF MAKING PEOPLE EMPLOYABLE - FREE OF WELFARE. THIS, TOO IS A REALISTIC AND APPROPRIATE GOAL, PROBABLY FAR EASIER THAN EDUCATING AN INFORMED CITIZENRY READY AND WILLING TO ACCEPT THEIR SOCIAL RESPONSIBILITY.

HOWEVER, POLICY MAKERS HAVE YET TO BE FULLY CONVINCED OF THE NEED TO SUPPORT EDUCATION - PARTICULARLY ADULT EDUCATION. THEY NEED TO REACH THE CONCLUSION DEREK BOK, PRESIDENT OF HARVARD HAS, - "IF YOU THINK EDUCATION IS EXPENSIVE - TRY IGNORANCE."

WE HERE ALL KNOW THE HIGH COSTS OF UNEMPLOYMENT AND WELFARE, OFTEN FOUNDED ON A POOR EDUCATION BACKGROUND. TWO-THIRDS OF THE ADULTS RECEIVING WELFARE IN ILLINOIS ARE ELEMENTARY AND HIGH SCHOOL DROPOUTS. HAVE WE ARRIVED? WELL, GIVEN THE VARIOUS SWINGS IN PRIORITIES OVER THE YEARS THAT PUBLIC AID HAS HAD FOR EDUCATION, I'D HAVE TO SAY WE'RE AT LEAST "GETTING THERE."

IT'S A WELCOME PRONOUNCEMENT FOR US IN EDUCATION TO HEAR THAT "AT PROJECT CHANCE'S CORE IS EDUCATION." "THE FOUNDATION OF PROJECT CHANCE WILL BE TO MAKE IT POSSIBLE FOR EVERY WELFARE RECIPIENT TO ACQUIRE A HIGH SCHOOL EDUCATION OR ITS EQUIVALENT TO BUILD UPON." PUBLIC AID AND ADULT EDUCATION HAVE TRULY ARRIVED AT A PHILOSOPHICAL POINT OF AGREEMENT. WHILE OUR GOAL IS CERTAINLY EMPLOYMENT, OUR EXPERIENCE INDICATES THAT PERMANENT EMPLOYMENT AND PROMOTION RELIES TO A LARGE EXTENT ON EDUCATION - AT A MINIMUM HIGH SCHOOL COMPLETION.

THE COOPERATIVE EFFORTS OVER THE YEARS BETWEEN LOCAL PUBLIC AID OFFICES AND LOCAL ADULT EDUCATION PROGRAMS HAVE BEEN EXCELLENT. I DON'T THINK WE'VE ARRIVED AT PERFECTION BUT WE'RE WORKING AT IT AND ONLY IN STRIVING TO BE PERFECT CAN WE EVER ACHIEVE PERFECTION.

THE IMPORTANCE OF WHAT YOU DO IS SO CRITICAL - FOR BOTH THE INDIVIDUAL AND SOCIETY.

MY PARTING WORDS TO YOU CAN BE SUMMARIZED BY THANKING YOU FOR ALL YOU'VE DONE, ON BEHALF OF ALL THE CLIENTS WHOSE LIVES YOU HAVE TOUCHED, AND CHALLENGING YOU IN YOUR PROFESSION TO ALWAYS LIVE UP TO THE BEST

AND HIGHEST YOU KNOW, UNTIL WE ALL ARRIVE WHERE WE TRULY WANT TO BE.

THANK YOU.

PRESENTATION BY NOREEN LOPEZ FOR THE 1986 I & R CONFERENCE.

BAC 1067Z

APPENDIX O

APPENDIX O

Adult Education and Project Chance

in Illinois

The cooperative efforts between the Illinois State Board of Education and the Illinois Department of Public Aid date back to 1963 when the two agencies first entered into an agreement to provide adult education services to public aid recipients utilizing federal funds allocated to the state's public aid office.

During the early years, referrals were made by public aid to local adult education programs. Adult education services included basic education, GED preparation, high school credit, English as a Second Language, and vocational training. Some adult centers offered child care and transportation services as well. An eligible adult is anyone 16 years of age or older, no longer enrolled in school and in need of education services at the secondary level or below.

Through various shifts in philosophy and priorities over the years, the referral of clients by public aid dropped to an all time low of 4,000 in the mid 70's.

As a result, several pilot projects were instituted to provide information, referral and retention services for public aid clients through the local adult education program. Job skills classes were also initiated to fulfill the primary goal of making people more employable. The pilot projects were found most successful and instituted as a regular component of most programs. By 1979, approximately 8,900 public aid clients were served across the state.

Currently, the program is funded through a contract with Public Aid under the Title XX Social Services Block Grant. During FY86 and

FY87, the Department of Public Aid established a new priority under Project Chance to provide the opportunity for every welfare recipient to complete a high school education or its equivalent. At Project Chance's core is education. While the ultimate goal is still employment, there is now a philosophical agreement that without high school completion, the chances of gaining and retaining employment are minimal.

Enrollment in adult education programs under Project Chance in FY86 exceeded 31,000 public aid recipients with further significant growth anticipated in FY87.

In FY85 (the most recent year for which data is available) when 23,700 public aid clients enrolled in adult education, 1,773 attained a GED certificate and at least 2,773 public aid grants were reduced or eliminated as a result of participation. The monthly grant reductions totaled $733,362. The yearly projected direct savings to the State of Illinois because of reduced welfare grant costs equal $8,800,344. These savings do not even include costs of a medical card and/or food stamps, nor the additional tax revenue generated because of employment. There is no measure of the impact on the children of these successful participants but research would indicate their chances of completing high school and not becoming recipients are better due to their parent's success.

Such a program is indicative of what success can be achieved in educating and training public aid recipients when two state agencies strive for coordination and cooperation.

Submitted by: Noreen S. Lopez

Assistant Manager

Adult and Continuing Education Section

Illinois State Board of Education

NLAEPCI:db

APPENDIX P

APPENDIX P

LEADERS OF THE STATE OFFICE OF ADULT EDUCATION

It is believed that after WWII, from 1945-1955, the Adult Education part of the Office of the Superintendent of Public Instruction (OSPI) was handled by various staff members, with Walter Brown having primary responsibility. In 1945, Walter Brown, a full-time employee, was assigned as part-time to adult education; which included GED and Veterans affairs. In 1947, Alex Lawson filled the position. The remainder of Walter Brown's time was spent on title programs under the Elementary and Secondary Educational Act (ESEA), in the OSPI office. Alex Lawson retired in 1972.

STAFF MEMBERS ASSIGNED

1945-1946	Walter Brown OSPI After WWII, in 1945 Worked 1/2 time for GED and Vet Later became a regional director for Illinois Veterans programs Regional office of Supt of Public Instruction OSPI
1947-1963	Alexander Lawson OSPI Adult Education and Vet affairs Elementary Secondary Education Act title programs Continued in office & in charge of GED testing Retired in 1972
1963-1967	Thomas W. Mann OSPI Director of Adult and Continuing Education Mann became an assistant superintendent at OSPI
July 1 1967-1970	J. Clark Esarey OSPI Director of Adult Basic Education
1970	Reorganization

1970-Nov 1 1972	J. Clark Esarey Director of Adult and Continuing Education November 1, 1972 Clark left to become Supt. of Corrections, school district 428
Nov-May 73 1972-1973	Keith R. Lape Acting director of Adult and Continuing Education Changed to IOE - Illinois office of Education
1973-1978	Wayne E. Giles Manager of Adult and Continuing Education IOE He went to Spoon River College in 1978
Sept 1978- Nov 1979	Keith R. Lape Manager of Adult and Continuing Education ISBE - Illinois State Board of Education

Vacancy existed for a few months. James Galloway Asst. Supt. of DAVTE assumed responsibility.

1980-1987	William Reynolds - (Gail Buoy, IR&R specialist) Manager of Adult and Continuing Education ISBE
1987-present	Noreen Lopez Manager of Adult Education and Literacy Mary Ann Anthony, IR&R specialist Dan Miller, IR&R specialist 1985-present ISBE

Information from:

J. Clark Esarey
Keith R. Lape
K. Duane Rankin

APPENDIX Q

APPENDIX Q

ADULT EDUCATION ADMINISTRATION HANDBOOK

October 1990
(Pages 87-88-89)

C. Public Assistance Projects

1. Rationale for Activity: In 1977, due to a continual lapse of Public Assistance funds, an agreement was reached between the Illinois Department of Public Aid and the Illinois State Board of Education to conduct a project to assist clients to access adult education programs. The purpose of the project was to recruit (Information and Referral) and retain (Retention) clients in adult education programs. These efforts proved to be extremely effective as an increased number of clients on welfare participating in adult education programs were removed from public assistance due to employment.

2. General Project Overview: To fulfill the Information, Referral and Retention proposal requirements the proposal must agree to carry out the following activities in order to maintain the viability of the respective program.

Recruitment Activities

1. Direct client contact.

2. Indirect client contact in the form of electronic and print media advertisements, direct mail and telecommunications.

3. Receiving referrals from agencies working directly with prospective clients.

4. Develop professional relationships with Illinois Department of Public Aid, community based organizations and civic and social service agencies.

Retention Activities

1. With client, establish an appropriate education and employability plan.

2. Evaluate and attempt to eliminate barriers to successful academic progress.

3. Maintain continual evaluation of student attendance and progress.

4. Facilitate support services through appropriate agencies.

5. Establish and maintain linkages with alternative resources which could assist clients in achieving academic and personal success.

6. Assess clients and determine eligibility.

7. Enroll clients in appropriate academic programs.

8. Conduct counseling activities.

9. Refer clients to appropriate education and training programs after achieving basic educational and vocational goals.

Additionally, the program will submit annually 1) a proposal which identifies specific needs unique to the service area along with objectives and procedures which address the need; 2) a detailed budget; 3) proof of cooperation and coordination with the local Public Aid office; and 4) demographic data.

Midterm and final reports are required.

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